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ABSTRACT

A program of career education for exceptional students in the leisure occupations is described. It is explained that the book is designed for regular and special class teachers. Chapters one and two present information on career education principles and implementation. Chapters three through five deal with practical teaching concerns. Behavioral objectives are discussed, and educational objectives are listed for each phase of the career education program (awareness, orientation, exploration, and preparation phases). Chapter four reviews two approaches to career education: the learning center approach (with two sample units for career awareness phase), and competency based instruction (with samples from career orientation and exploration phases). Chapter five presents information on general considerations and career education implications of six disability areas: hearing impaired, learning disabled, mentally retarded, orthopedically handicapped and other health impaired, visually impaired, and emotionally disturbed. Chapter six focuses on such nonclassroom components of the model as counseling, work training, job placement and followup. Also cited is the importance of record keeping and occupational information systems. Chapter seven reviews the leisure occupations which are broken down into four subclusters (including tourism and hospitality services and environmental-based services) and 11 job families (such as travel services and resource conservation/preservation services). The final chapter presents a competency based inservice training program for teachers in providing career education services to the handicapped. (CL)

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PLANNING AND IMPLEMENTING CAREER EDUCATION FOR THE SPECIAL STUDENT

With Emphasis on the Leisure Occupations

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PLANNING AND IMPLEMENTING CAREER EDUCATION FOR THE SPECIAL STUDENT, WITH EMPHASIS ON THE LEISURE OCCUPATIONS

by

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Elizabeth M. Farley
William A. Thompson

Project for the Development of a Program Model
for New Careers for Handicapped Children and Youth
in the Recreation and Hospitality Career Cluster

Curriculum in Recreation and Parks
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September, 1976

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Preface

In the spring of 1971, the U.S. Education Commissioner Sidney Marland called for a renewed effort by the nation's schools to assure that all handicapped children received career educational training geared to achieving their fullest potential and relevant to the job market. At a national conference on career education for the handicapped in 1973, Acting Deputy Commissioner of Education for the Handicapped Edwin Martin, Jr., advocated redefining basic instructional services to offer more goal-directed career programs for the handicapped. Subsequently, the Office of Education as well as the Bureau of Education for the Handicapped identified career education as a priority program area.

Career education has immediate and long-range implications for the handicapped, employers, and society as a whole. As more and more handicapped persons compete successfully for jobs and achieve success in the world of work, the financial responsibilities for their support, which is now assumed by families and taxpayers, will lessen, and they will achieve their rightful role as productive, contributing members of their communities.

As participants in career education programs, handicapped children and youth will be able to develop attitudes and gain knowledge and skills which are the requisites for successful entry into and progress within fields which are geared to their needs and abilities. Concommitant benefits will be self-confidence, self-respect, and self-awareness which will have carry-over value into all aspects of their lives. Achieving gainful employment in meaningful work implies that they have realized their potential to a greater degree than they might have anticipated. Sustained performance in vocational life indicates that each has met the goal of equality with his able-bodied peers.

Teachers, counselors, and administrators who participate in career education programs will themselves receive an education in new fields. The understanding of fields other than their own and of ways to use curriculum and training opportunities in their communities will enable them to provide more support and guidance for their disabled students. Additionally, the educational staff will be better equipped to help families support and guide their children as they move toward employment status.

Since career education involves the total community and relies on its cooperation, potential employers will be exposed to the handicapped as competent, well-trained people with demonstrated capabilities, who are highly motivated and able to achieve success. These positive experiences should gradually alleviate unfounded attitudes. Hopefully, as attitudes are changed, more employers will actively seek to employ the handicapped alongside their able-bodied co-workers. The test, however, of the effectiveness of this or any publication devoted to special needs populations will always be how well it contributes to the handicaps' feeling of being needed and useful and how much it enables them to become contributing members of their society. Those of us who were instrumental in the development of this publication sincerely believe in its merit. We are confident that its use by those responsible for the education of the handicapped will contribute immeasurably toward their self-fulfillment while providing for their constructive contribution to the society in which they live.

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Introduction

In recognition that approximately half of the nation's eight million handicapped children are not receiving an adequate education, the United States Congress, in the fall of 1975, enacted Public Law 94-142--Education for All Handicapped Children Act of 1975. In passing this legislation, our law makers underscored the growing recognition that education is the right of handicapped children and moreover, that educational opportunities and experiences shall be geared to their particular needs and aspirations.

In response to this broad mandate, career education has been identified as one promising vehicle for preparing handicapped children to become independent, productive members of society. The National Advisory Committee on the Handicapped, in its 1976 annual report entitled The Unfinished Revolution: Education for the Handicapped, recognized "that career and vocational opportunities are as important to handicapped persons as to other citizens. . ." (p. 43).

To emphasize this position, the Committee recommended to HEW Secretary David Mathews and U.S. Commissioner of Education Terrel Bell that all legislation and programs in the area of vocational and career education include assurances that handicapped individuals have access to such programs; that funds be set aside for the establishment and expansion of career and vocational education programs for the handicapped, that matching State funds for this purpose be required; that all State plans contain a section outlining programs in career and vocational education for the handicapped; and that the availability of Federal support be contingent on inclusion of these provisions.

Research on the subject of employment and employability of the handicapped, while limited, is beginning to provide data to support suppositions which those close to the problem have long recognized. The notion that handicapped persons traditionally are prepared for menial tasks in low paying jobs is, in fact, an institutionalized practice in this country. Misconceptions and misunderstandings about the capabilities and functional level of the handicapped are widespread. The handicapped themselves are limited in their perceptions of career options available to them.

Dr. Edwin Martin, Acting Deputy Commissioner of the United States Office of Education's Bureau of Education for the Handicapped, has estimated that between 1972 and 1976 approximately 79 percent of handicapped students leaving the public school system would be either unemployed or unemployable. The severe competitive disadvantages of the handicapped in the employment market can be primarily attributed to four interrelated factors: (1) attitudinal barriers which prevent acceptance of the handicapped by potential employers, (2) architectural barriers which prevent access by the handicapped to places of employment, (3) lack of awareness on the part of vocational counselors and technical training personnel about non-traditional career options for the handicapped, and (4) inadequate preparation of the handicapped to engage in work.

This publication is primarily concerned with preparing handicapped children and youth for potential careers for which little or no formal preparation has

existed previously--the leisure occupations. The model presented here is designed to assist teachers, curriculum developers, counselors, and others concerned with the education of handicapped children to plan and implement a career education program with emphasis on the leisure occupations. Webster defines a model as "a pattern of something to be made" or "something taken or prepared as worthy of imitation". The developers of this model strived to fashion such a pattern in the hope that it would be worthy of imitation.

TARGET POPULATIONS DEFINED

The target population for the career education model presented in this publication has been defined as those students in kindergarten through the twelfth grade who because of a mental, physical, and/or emotional handicap require special educational adaptations to facilitate their learning, but who have the potential for functioning as independent workers. The handicapping conditions which will be encountered in the target population are mental retardation, learning disabilities, emotional problems, visual and hearing impairments, orthopedic handicaps, and other health impairments which are not so severely debilitating that they preclude eventual independent work functioning. Part of this population will be found in mainstreamed classrooms. Part will be located in special education classrooms, and part will be in a combination of resource rooms and regular classrooms.

The intended user population for this publication consists of teachers of students in the previously defined target population. Many of these teachers will be special educators. However, with a growing trend toward mainstreaming, many of the teachers who will use this book will not have extensive training in the education of special students.

Thus, the book was designed to include consideration of the needs of both special educators and teachers in mainstreamed classrooms.

USER'S INFORMATION

This book is designed to assist teachers in acquiring the knowledge and skills necessary for the systematic development of an appropriate career education program for special students. This book is not intended to be a comprehensive or complete guide, rather it is intended to provide a base from which expansion and further development of materials can take place. The unique population and situation of each school will determine the ways in which the suggestions in this book are used.

The organization of the book is simple and straightforward. Chapters one and two contain summative information pertaining to career education and its implementation. Chapter one provides a review of the basic principles of career education and an overview of a program model which can be used with mildly handicapped students. Chapter two presents an overview of a

step-by-step process for implementing the program model.

Chapters three through five were written specifically for teachers to help them develop appropriate learning experiences for their special students. Chapter three covers the development of behavioral objectives from educational objectives and provides a suggested list of educational objectives for the various phases of the program model. Chapter four describes how to develop learning experiences for the behavioral objectives using two approaches, learning centers and competency-based instruction. Chapter five provides further information for the development of learning experiences by discussing educational considerations for students with disabling conditions.

In Chapter six, the non-classroom components of the program model are described. Many of these non-classroom components may be the responsibility of teachers. However, even if other personnel assume these responsibilities, it is important for teachers to be aware of their purpose and content so that there will be a minimum duplication and a maximum utilization of all services.

Chapter seven was designed to demonstrate the type of occupational information which will be needed to implement a career education program. Using the leisure cluster as an example, the research and resources applicable to a career education program are presented.

The final chapter of the book, Chapter eight, presents a competency-based training program for teachers which can be adapted for use in preparing teachers to implement career education for special students. The program is necessarily general and needs to be further developed before using in any given school system.

CHAPTER 1
A Program Model of Career Education for the Special Student

Career education is an action program of educational reform which emerged in the early 1970s in response to the need for greater relevance in education. It had become increasingly apparent that traditional approaches to education were unable to meet the demands of a rapidly changing society. Many students were leaving school deficient in the basic skills needed to function in an adult world. Others were dropping out of school because their school experiences had little or no relationship to their life goals. School dropouts and graduates alike were finding themselves unemployed and misemployed due to the inappropriate nature of their education. In essence, the educational system had isolated itself from other segments of society and, thus, had failed to keep up with the changing social and economic environment. One positive approach proposed to alleviate these problems was career education.

Career education is a goal-directed approach to education. It focuses on learning as a means for preparing students for work and community living. Relevance is the key word and congruity between the developmental needs of students and their school experiences is the goal. As defined by the U. S. Office of Education, "Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living." (Hoyt, 1974). It is a systematic and sustained approach to total life career development. As such, it is concerned not only with familiarizing students with various occupations, but also with the development of values and attitudes, self-understanding, decision-making skills, social skills, and basic economic skills. The ultimate aim of career education is for its participants to successfully perform in the occupational society.

For the handicapped, career education holds tremendous promise as a means of facilitating successful economic, social, and personal fulfillment. Through career education, the handicapped could acquire the totality of skills needed to function in society. These skills include the daily living and personal-social skills which have been found to be crucial to the career functioning of the handicapped, but which have been virtually ignored by existing vocational preparation programs. These skills also include specific job-related skills needed for entry into and mobility within a wide range of career areas beyond the traditional dead-end jobs addressed by most vocational preparation programs for the handicapped. In essence, career education, unlike existing programs and services for the handicapped, can help "each individual learn who he is, what his potentials are, and how his needs can be realized so his life can be fulfilled according to his own unique abilities, needs, and interests" (Brolin, 1976, p. 191).

AN OPERATIONAL DEFINITION

There is no universal agreement on the basic construct necessary for effective career education. The "when," "where," "how," and "who" vary considerably among theorists, educators, and researchers. However, in order to implement a career education program, an operational

definition must be identified on which the program can be based. For that purpose, the following characteristics or principles have been selected as being valid and appropriate for a school-based model of career education.

1. Career education is a systematic means of influencing and facilitating career development. Career development is a process of growth and learning which is closely related to general human development. The research on career development indicates that it is a continuous and fluid process which can be divided into segments or life phases according to where major choice points occur (Super, 1953; Ginzberg, Ginzberg, Axelrod, and Herma, 1951; Tiedeman and O'Hara, 1963). Research has also indicated that with a systematic program of intervention, i.e., career education, career development can be beneficially influenced (Herr, 1970; Bailey and Stadt, 1973).

2. Career education is a comprehensive educational program which begins in kindergarten and extends throughout one's formal education. If career education is to facilitate career development, it must be designed to complement and coincide with the career development process. According to most theorists, career development begins with a child's earliest experiences and progresses through various developmental stages throughout life (Super, 1953; Ginzberg, Ginzberg, Axelrod, and Herma, 1951; Tiedeman and O'Hara, 1963). Working within the framework of the educational system, then, career education should begin when a child first enters school and must be continuous throughout his or her schooling. For the majority of students, an effective career education program would extend from kindergarten through twelfth grade.

3. Career education involves all students, regardless of their career goals. Career education seeks to provide all individuals with the attitudes, knowledge, and skills necessary to make an appropriate career choice; to develop and implement strategies for reaching a career goal; and to function successfully in a working environment. These goals are equally applicable to all students, whether they plan to enter the job market upon leaving high school, vocational school, or college.

4. Career education is not restricted to any one occupational area, but is concerned with the entire world of work. For the purposes of career education, the U. S. Office of Education has depicted the world of work in fifteen occupational clusters. They are agri-business and natural resources; business and office; communications and media; construction; consumer and homemaking; public service; fine arts and humanities; environment; health; leisure; manufacturing; marketing and distribution; marine science; personal services; and transportation. These clusters are not mutually exclusive; rather, they overlap one another in many areas. However, they do provide a basic scheme which educators can use to ensure that every student has had an exposure to all career possibilities.

5. Career education is dependent on the cooperation of the school, home, and the community. If the goals of career education are to be achieved, parents and

employers need to be involved. Career direction and level of choice are largely dependent on family and cultural factors (Roe and Siegelman, 1964; Berdie, 1964). By involving families in the career education program, common goals can be established and worked toward. Community involvement is also vital. Accurate and up-to-date job information, resource persons for classrooms, field trip sites, work training sites, and job placement sites can only be obtained through cooperation with local employers.

6. Career education requires refocusing and, to some extent, restructuring of the curriculum. No single procedure or strategy is adequate to cover all areas of career development (Tolbert, 1974). When it is appropriate, existing courses can be infused with a career focus. When infusion is not possible or desirable, separate units of career education should be offered. The entire career education program needs to be carefully coordinated to ensure that all facets of career development are covered in the curriculum and to ensure that the program is sequenced appropriately.

Based on the six preceding statements, the framework for a viable career education program can begin to be formed. However, in order to complete the framework, consideration must be given to the special career development needs of the target population.

For the purposes of this program model, the target population has been defined as those STUDENTS IN KINDERGARTEN THROUGH THE TWELFTH GRADE WHO BECAUSE OF A MENTAL, PHYSICAL, AND/OR EMOTIONAL HANDICAP REQUIRE SOME SPECIAL EDUCATIONAL ADAPTATIONS TO FACILITATE THEIR LEARNING, BUT WHO HAVE THE POTENTIAL FOR FUNCTIONING AS INDEPENDENT WORKERS. This population includes not only students who have the potential to work and live independently, but also students who have the potential to work independently, but are unable to live independently. This population does not include students who are so seriously impaired that they will never enter the work force or students who are able to function only in a non-integrated work situation, i.e., sheltered workshops.

In reviewing the current literature on special education, vocational rehabilitation, and vocational education for the handicapped, five essential structural principles for career education for the handicapped can be identified.

1. Career education for the handicapped is concerned with the attitudes, coping mechanisms, behavior, and skills which underlie all career-related activities. Work adjustment research has shown that the knowledge and skills requisite to successful job functioning extend far beyond specific job skills to include a variety of so-called "life skills" (Brolin and Thomas, 1971; Goldman, 1975; Kolstoe, 1961; Sali and Amir, 1971). Many handicapped students have few, if any, opportunities to develop these skills on their own. Thus, an effective career education program must stress learning experiences which enable students to develop appropriate work identities, work-related socialization skills, consumer skills, family/home skills, and citizenship skills. In addition, their program must prepare them to face and cope with the attitudinal and architectural barriers which may arise once they have

entered the job market. These work-related skills and concepts should not be haphazardly presented to the students, but should be an integral part of their program.

2. Career education for the handicapped does not label or stereotype people or jobs according to handicapped conditions or sex. Traditionally, handicapped persons have been steered into low-paying jobs which entail menial tasks. Handicapped females, facing a double prejudice, have been even further limited than their male counterparts. Their career choices have been restricted to domestic type jobs where they clean, cook, or take care of children. Since most handicapped individuals have not had an exposure to a broad range of career options and have had few opportunities to realistically assess their work interests and abilities, they are unequipped to make independent choices which avoid the traditional stereotypes. A comprehensive career education program should be designed to help students make career choices based on realistic assessments of the individual, the job, and the job market. Labeling, stereotyping, and training for watered-down versions of jobs which do not exist should be carefully avoided in career education.

3. Career education for the handicapped brings the student closer to the work environment. Many handicapped children lack some of the basic experiences of other children due to prolonged hospital stays and attitudinal problems on the part of the child, parents, or peers. Their unfamiliarity with people, places, and things often prevents them from understanding and appreciating the world of work. To counteract their lack of experience, career education should include as many "hands-on" experiences as possible. Field trips, role playing, sample work experiences, and similar activities which bring the student closer to the work environment should be implemented to provide practice in coping with the demands of every aspect of work.

4. Career education for the handicapped not only prepares the student for the work environment, but also prepares the work environment for the student. Although architectural and attitudinal barriers are gradually being eliminated through legislation and advocacy programs, misconceptions and misunderstandings about the handicapped still prevail in many sectors of society, including the employment sector. The educational system would be remiss in its responsibilities if it did not concentrate some of its efforts on breaking down these barriers in the local community. Research concerning the attitudes which influence employment of the handicapped has shown that first-hand knowledge of the capabilities of the handicapped is a necessary prerequisite to their employment. Through cooperation with the local work force and involvement of potential employers in the career education program, attitudes should be gradually changed so that more employers would actively seek means to hire program graduates.

5. Career education for the handicapped is applicable to all different types of learning problems and all different types of learning situations. The handicapping conditions which will be encountered in the target population are mental retardation, learning disabilities, emotional problems, visual and hearing

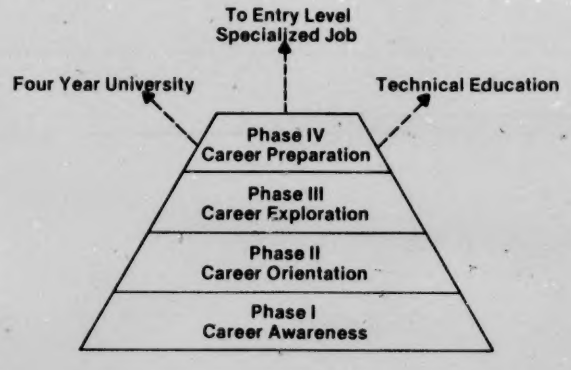
impairments, orthopedic handicaps, and other health impairments. Part of this population will be found in mainstreamed classrooms. Part will be located in special education classrooms, and part will be in a combination of resource rooms and regular classrooms. Obviously, the wide range of learning characteristics of this population and the diverse nature of their educational programs require a career education format which is flexible and which can be tailored to the needs of each individual.

Although there may be other principles which have been used to define career education programs for the handicapped, the body of literature and research seems to support the above statements as being most valid. Thus, these five principles in combination with the six principles on general career education have been selected to comprise the framework for a school-based program of career education for the handicapped.

For those readers who would like a more in-depth review of the theory and research related to career education and career development, a selected bibliography has been included at the end of this chapter.

A MODEL FOR IMPLEMENTATION

As stated in the previous section, the basic format of the career education program should be synchronized with the phases of the career development process. In the years from kindergarten through twelfth grade, four major vocational life stages can be identified. For the purposes of this model, they have been named career awareness, career orientation, career exploration, and career preparation. As depicted in Figure 1-1, the phases build on one another. They also narrow in scope, in terms of the number of careers studied, so that upon completion of the preparation phase, each student has chosen a career area in which he can enter the employment market directly or in which he can pursue further specialized education or training.

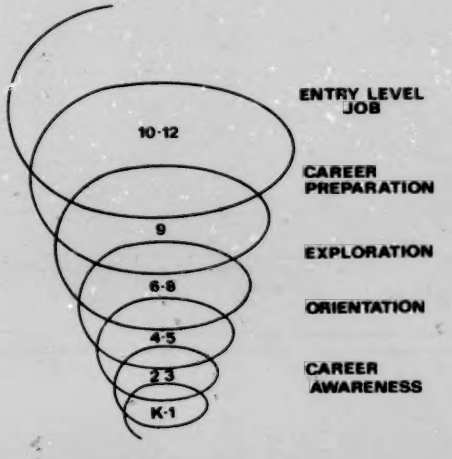


CAREER DEVELOPMENT PHASES

Figure 1-1

For structural purposes, grade levels have been assigned to each phase based on normal career development patterns. Ideally, career awareness will begin in kindergarten and extend through the fifth grade; career orientation will take place from sixth through eighth grade; career exploration will occur in the ninth and possibly the tenth grade; and career preparation will take place in the remainder of the high school years. These grade levels are only approximations and should not be construed to mean that every sixth grade child will be ready for a career orientation program. Rather, progression through the phases should be contingent on the student's individual rate of learning and development. The appropriate phase for each student should be determined by assessing his competencies acquired during each phase.

Like the life stages in the career development process, the four phases of the career education program are not mutually exclusive. Rather, they flow from one into another without a distinct demarcation between them. In order to accomplish a fluid sequencing of career education experiences, a helical curriculum approach is used (see Figure 1-2). A helical curriculum is one which gradually expands and extends to include a greater area of knowledge at each successive point along the helix. Success at each level or expansion is dependent on competency in the knowledge and skills at the previous level. With a helical curriculum, there are no distinct beginnings or endings of phases. The entire curriculum is a continuum of learning experiences in which the individual learner determines his final level of achievement. Using this approach in career education allows every child, regardless of physical, psychological, or developmental characteristics, to develop his vocational potential to the fullest.



HELICAL CURRICULUM

Figure 1-2

With a helical curriculum, it is necessary to ensure that the student has attained a certain level of competence before he can progress any further, because he will be called on to use the preceding skill or knowledge in subsequent activities. Therefore, a means of instructional accountability is needed. The approach selected for this model is the use of behavioral objectives. Behavioral objectives state in performance terms what is expected of the learner upon

activity completion. They provide the means for gauging the competence of the student and the appropriateness and adequacy of the instruction.

Another important aspect of behavioral objectives is that in specifying them the designer of the instruction can individualize the learning experiences according to the needs and abilities of the students. Thus, behavioral objectives give instruction not only the accountability needed for career education, but also the flexibility needed for the education of handicapped children.

Although the use of behavioral objectives is an essential element in the implementation of the model, it would be both impossible and undesirable to attempt to list in this publication the behavioral objectives which would be applicable to the career education of every child in every learning situation. Instead, educational objectives have been listed. Educational objectives are broad statements concerned with requisite skills, knowledge, and attitudes. They are meant to be used as guides in the development of behavioral objectives and cannot be used as stated in the development of instructional materials. For implementation, they must be converted into behavioral terms and specified for a particular student or group of students.

The educational objectives developed for this model are divided into four concept areas--self-awareness, work concepts, socialization, and job knowledge and skills. These concept areas have been defined as follows:

1. Self-awareness - To help each student through career education to understand himself better and to make accurate assessments of himself so that he can make an appropriate, but not limited, career choice.

2. Work Concepts - To help each student acquire basic knowledge and concepts needed as prerequisites for successful career preparation and for successful entrance into the job market.

3. Socialization - To help each student understand the importance of developing meaningful relationships with other people and the effect personal relationships have on career choices and career success and satisfaction.

4. Job Knowledge and Skills - To introduce each student to jobs from each of the 15 clusters at different levels of responsibility, and to help him understand the choices available to him, as well as the preparation and job skills necessary to compete successfully for those jobs.

For each of the phases, educational objectives have been enumerated under these concept areas (see Chapter 3). Because of the fluid nature of career development, many objectives are repeated from phase to phase with only a slight change in focus. Each of these objectives, however, is considered essential for career development at the given level and should not be eliminated in the development of the curriculum just because it appears to have been previously covered.

The discussion of the model to this point has focused primarily on overall design. In order to give the reader a more comprehensive understanding of the model, each of the phases will be described separately in terms of major purposes, theoretical bases, and suggested approaches.

CAREER AWARENESS

The career awareness phase which begins in kindergarten and extends through the fifth grade is perhaps the broadest phase of the model. It covers all aspects of the world of work and provides the foundations for all further career education.

Purpose

The primary purpose of the career awareness phase is, as its name states, to assist the student in developing an awareness of work as it exists in the community, school, and home. Of particular importance during this phase is the development of attitudes toward self, work, and others which are compatible with the values of a work-oriented society.

Rationale

The early school years are a time in which attitudes and values are formed. Through experiences and relationships in the community, home, and school, children develop self-concepts, social attitudes, and values which are later manifested in their lifestyles, including their work. Career awareness learning experiences, therefore, are designed to promote the development of attitudes and values which will facilitate career development and functioning.

Career awareness learning experiences are also designed to allow children to explore a wide variety of occupations without being hampered by considerations of personal limitations. According to career development theorists such as Super (1953) and Ginzberg (1951), the time period from birth to about the age of eleven or twelve years comprises a fantasy period in career development. Children's career preferences are not influenced by reality factors such as abilities or job requirements. Rather, they believe they can do whatever they want to do. Thus, the occupational learning in this phase is broad-based and unencumbered by realistic evaluation by the student. This has particular significance for handicapped children in that they can begin building their occupational knowledge without the limitations imposed by societal prejudices concerning "appropriate" careers for the handicapped.

Approach

The career awareness phase has the same distinctive design features which characterize the entire model. It uses a helical curriculum approach and the instruction is designed to accomplish specific behavioral objectives in the four major concept areas of self-awareness,

work concepts, socialization, and job knowledge and skills.

During the awareness phase, three major expansions in the helical curriculum can be delineated. These expansions are based on the same premises as the "expanding environments" of the Social Learning Curriculum (Goldstein, 1969). As depicted in Figure 1-3, the expansions begin with learning centered around the child's familiar environment of self and family. Gradually, as the child's environment is expanded to include the neighborhood and the community, his learning is also expanded to focus on these environments.

THE HELICAL CURRICULUM
DURING THE AWARENESS PHASE

Figure 1-3

For each of these three expansions within the career awareness phase, educational objectives have been developed which reflect the changing focus of the instruction. In specifying the behavioral objectives and planning the learning experiences, two approaches can be used: (1) refocusing basic subject units so that they include career education concepts and (2) presenting separate units of career education. It is up to the teachers to decide where each educational objective could be most effectively covered in the curriculum. If an objective fits in with a math or social studies unit, it can be integrated into that part of the curriculum. However, if the teacher feels it should be presented as a separate unit, he has the option to develop a separate unit.

The method of choice for the presentation of the career awareness units is the learning center. Learning centers, like the other design features of the model, allow the teacher to have the flexibility to provide instruction that is suited to the varying needs of students within a classroom. Learning centers are special areas in the classroom which contain a variety of learning activities and resource materials to teach, reinforce, and/or enrich a specific skill or concept. They can be used by individuals, small groups, or large groups. They can be designed for long-term or short-term use and are applicable to all types of classrooms.

Although it is possible for a single teacher to develop and implement a career education program at the awareness level, for optimum effect a centrally coordinated program is needed in the school or school system. During the awareness phase, all

educational objectives and all 15 occupational clusters need to be covered. This can only be accomplished if the program has been coordinated from grade to grade. An additional advantage of a centrally coordinated program is that access to resources can be more easily facilitated. Visual aids, student workbooks, and teacher materials are more likely to be acquired for an entire school system than for a single teacher. Liaison with the community is also more easily accomplished when the entire school system is involved. Thus, field trips, guest speakers, and a greater variety of essential "hands-on" experiences can be included in the program. In Chapter 2, methods for coordinating the program are discussed.

CAREER ORIENTATION

Career orientation is the second phase of the model. This phase is an essential link between the career awareness and career exploration phases. It builds on the occupational knowledge and self-awareness acquired during the previous phase, but it changes the focus of the instruction so that for the first time, students are asked to look at occupations in realistic terms of "what do I want to be when I grow up." By changing the focus of instruction to incorporate elements of the career decision-making process, the career orientation phase prepares the student for the next phase, career exploration, in which a career choice is crystallized.

Purpose

The purpose of the career orientation phase is to prepare the student to make an intelligent career choice. Occupational knowledge in all 15 career clusters and self-knowledge are combined with an understanding of the decision-making process during the instruction of this phase. Students are given the opportunity to try-out tasks associated with a wide variety of careers, so that they can gain understanding of the careers in relation to their own interests and abilities.

Rationale

According to career development researchers, career decision-making is a lifelong process which begins when a person first becomes aware that an occupation can help meet his needs (Tolbert, 1974). For most people, career decision-making begins around the age of twelve to fourteen when it is first discovered that certain occupations can provide avenues of expression for interests and abilities. However, without intervention, most youths are not aware of all the important factors that must be considered in making a career decision until long after their high school years. By introducing systematic career assessment, self-assessment, and decision-making at this developmental level, a haphazard career decision can be avoided and the student can be armed upon entering high school with the skills needed to make a tentative career choice.

Approach

The orientation phase consists of only one level or expansion. Thus, only one set of educational objectives is needed. Like the career awareness phase, there are some objectives which can be appropriately infused into the existing curriculum and some objectives which need to be presented in separate career education units. Here again, the place where the objective is covered is up to the individual school system or teacher. It is imperative, however, that each student accomplishes all of the objectives for this phase. Therefore, coordination of the total program is mandatory for maximum effectiveness.

There are two recommended methods for the presentation of the career orientation units: learning centers and competency-based modular instruction. The preferred approach is largely dependent on the maturity and capabilities of the students. Learning centers which were previously described in the career awareness section, are more appropriate for less mature students. Competency-based instruction (CBI) is a systems approach to instructional design which allows the student to learn at his own rate using learning experiences most suited to his needs and abilities. Therefore, a certain amount of independence and self-reliance is needed on the part of the student for this approach to be successful.

During the career orientation phase, a wide variety of learning experiences should be included. Repeated opportunities for decision-making practice and "hands-on" experiences should be provided.

It is during this phase that resources for student use become extremely important. Information about various careers in the form of pamphlets, books, and work sample kits should be available to reinforce and augment the units of instruction. A section in the school library devoted entirely to career education materials would be desirable.

CAREER EXPLORATION

Career exploration is the third phase of the model. It is intended for implementation in the ninth grade, but can be extended through the later high school years for those students who progress at a slower developmental rate than the norm.

Purpose

The primary purpose of the career exploration phase is to help students make a tentative career choice in order to complete a viable career plan. Through in-depth search, experimentation, and investigation of several occupational clusters and through intensive career counseling, the student is expected to narrow his career options and plan an educational program compatible with and supportive of his career goals. It is not intended that a student make an unalterable decision for one specified career and spend the remainder of his school years preparing for that one career. It is intended that the student select a career area which has several career options and plan a program which would allow him to enter any of these careers upon graduation.

Rationale

At the ninth grade level, students are confronted with the problem of planning their high school educational program. Many students make educational choices based on unrealistic assessments of themselves, their life goals, and the world that exists outside of the classroom. They later find themselves stuck in careers with few options for change. The career exploration phase is designed to help students formulate and refine realistic and personally satisfying career goals before they plan their educational program. It is also designed to help students develop strategies for keeping the maximum number of career options open to them for the future.

It should be noted that the exploration phase is similar to the orientation phase in intent and purpose. It differs, however, in terms of degree. Assessment of self and career possibilities is much more intensive at this stage and the outcome has much greater impact on the future career functioning of the student.

Approach

During the career exploration phase, the objectives are accomplished through three different approaches: infusion of objectives into existing courses, short-term electives or mini-courses, and career guidance and counseling. As with the previous phases, careful coordination of the program is necessary to ensure that all objectives are treated adequately and appropriately in the curriculum.

The infusion of career education objectives into existing courses is an important part of the career education program and cannot be deleted without seriously limiting the scope of the instruction. For example, if economic aspects of working are not taught in a general math course, the student could conceivably enter the work force without the skills needed to budget his money, fill out income tax forms, differentiate between net and gross pay, or balance his checkbook. Similarly, if communication skills for vocational usage are deleted from the language arts program, students could graduate deficient in skills needed to fill out forms, write letters, read contracts, and interview for a job. In order to ensure adequate and appropriate infusion, all teachers should have an understanding of career education and the skills needed to refocus learning experiences in their subject areas.

The short-term electives are designed to provide the students with the opportunity to explore in-depth occupational clusters of their choosing. Careers representative of all sub-families and of all levels of responsibility are studied in terms of their requirements, working conditions, benefits, and employment opportunities. In addition, work samples and other "hands-on" experiences are provided to teach various skills associated with careers, as well as to help the student gauge his abilities and interests in in performing job tasks.

Fifteen mini-courses are needed to cover the 15 occupational clusters and each should be offered at least once a year. The recommended length of the mini-course is eight weeks. With an eight-week course, each student will have the option to complete a maximum of four mini-courses

in one year. The mini-courses, like all of the instruction in the model, utilize behavioral objectives and are competency-based.

Prior to taking a mini-course, all students must complete an orientation and counseling program. The purpose of the program is for testing, evaluation, and counseling regarding possible career options. On the basis of the orientation, the student decides whether he needs to further explore career areas before making a career choice. If so, he and the counselor work together to determine which clusters would be profitable to explore.

When the student is ready to make a career choice, additional counseling sessions are needed. The purpose of these sessions is to plan the student's educational program so that it is supportive of his career choice. It is of importance to stress that the counseling portions of this phase are integral parts of the career exploration phase and, like the instructional portions, are designed to accomplish specific objectives.

Several approaches to scheduling are possible during the career exploration phase. One approach uses a two-week counseling program at the beginning of the year, followed by four eight-week mini-courses, and ending with another two-week counseling program. A second approach to scheduling is based on nine-week units. Each eight-week mini-course is preceded by a one-week counseling program. These two approaches are depicted in Table 1-1.

Table 1-1

SCHEDULING IN THE EXPLORATION PHASE

SEMESTER UNITS
2 weeks orientation and counseling
8 weeks cluster mini-course
8 weeks cluster mini-course
8 weeks cluster mini-course
8 weeks cluster mini-course
2 weeks counseling
NINE-WEEK UNITS
1 week orientation and counseling
8 weeks cluster mini-course
1 week counseling
8 weeks cluster mini-course
1 week counseling
8 weeks cluster mini-course
1 week counseling
8 weeks cluster mini-course

CAREER PREPARATION

Career preparation is the final phase of the model. Upon completion of this phase, the student should be armed with the necessary competencies to successfully enter the job market.

Purpose

The purpose of the career preparation phase is two-fold. First, it is designed to facilitate the development of skills and knowledge necessary for effective functioning in a chosen career area. This includes specific job skills, as well as the career-related skills requisite for successful adjustment and advancement in the "real world." Secondly, the career preparation phase is designed to provide the student with the opportunity to test under working conditions the appropriateness of his career choice and to make necessary adjustment.

Rationale

After a career choice is made, a period of reality testing is required. This testing takes the form of trying out work roles and assessing one's adequacy in fulfilling these roles. The career preparation phase provides the opportunity to test a career choice under realistic, but controlled, conditions. If the choice is found to be unsuitable, the student is protected from drastic consequences because there is still time and opportunity to alter career plans.

The career preparation phase is not only a period of career choice testing, but it is also a period of lifestyle crystallization. Patterns of leisure as well as work are being firmly established. The career education program is designed to provide appropriate activities which will facilitate the process.

Approach

During the preparation phase, three major approaches are used to accomplish the objectives. The first approach is the infusion of career education objectives into existing subject matter. The objectives which should be covered in this manner are the ones which are not specific to any career area, but which relate to all work functioning. The second approach for this phase is a special job training course which takes place in the classroom. The course is a pre-work training course and as such, it stresses the development of specific job skills in preparation for going out on the job. The third approach essential to the accomplishment of the objectives is a work training program which takes place primarily at a work site. In the following paragraphs, these approaches are further described in terms of how they could be used in a tenth through twelfth grade program.

For those students who are unable to formulate a career choice by the end of ninth grade, the tenth grade career education program is an extension of the exploration phase. The students continue to take short-term electives and participate in counseling sessions.

However, for those students who have formulated a career choice and drawn up a career plan, the tenth grade career education program consists of the implementation of that plan. For this grade level, infusion of career education into existing subject matter is the only approach used.

During the eleventh grade, students who plan to enter the work force upon completion of high school are required to enroll in a special job training course pertaining to their designated career preference. The course, which is equivalent to other one-credit electives, is a competency-based course designed to provide students with job skills and knowledge generic to their cluster area, as well as skills and knowledge needed for career-related job functioning. The remainder of their class schedule, like the college bound students', consists of courses which will help them reach their career goal and which are regular subjects infused with career education objectives.

During the twelfth grade, students whose career plans include college or other forms of higher education continue to take courses infused with a career education orientation. Students who are in training for entry level jobs receive their career education through a combination of infusion and a work training program. In the first six weeks of the first semester, students spend one-half of their day in regular courses supportive of the career education program. The other half of their day is spent in a competency-based course which is designed to prepare them to go out on the job. During the remaining twelve weeks in the first semester, the student spends one-half day in regular courses and one-half day on the job in a structured, well-supervised work situation.

During the second semester, the student spends all day on the job. Once a week, at the work site, each student has an individual conference with his work training supervisor from school. In addition, he has a half-day group meeting at school with his supervisor and other work trainees. The purpose of these meetings is to monitor the student's program and to aid in work adjustment.

The work training program, like the entire career education program, is structured around behavioral objectives. While on the job, the student is expected to develop specified competencies and, although his responsibilities will gradually increase to an employee level, the purpose of his experiences should always be to learn. Prospective work training site employers should be made aware of these stipulations in order to avoid later conflicts of interest.

After completion of the twelfth grade, the school has two remaining responsibilities to the student. They are job placement or higher education placement and follow-up counseling with the student after he enters the work force.

Job placement is an essential function of the school system in a career education program. It can be accomplished in several different ways, depending on the size of the school system and the resources available in the community. If the school system has been successful in its efforts to involve local employers in the career education program, direct

placements may be possible with the cooperating employers. Other placements can be made indirectly through existing placement agencies. It is recommended that a combination of techniques be used for maximum efficiency in job placement.

After the student is placed in a job or finds employment on his own, the school still has a responsibility to that student to assist him in dealing with problems related to the transition from school to work. Follow-up interviews, or questionnaires if the student has relocated away from the community, should be conducted immediately after he leaves school and periodically thereafter. The responsibility for follow-up can be shared with Vocational Rehabilitation Services. They have a regular system for follow-up and will reopen a case if a need is determined. However, a copy of all follow-up reports should be kept within the school system.

Follow-up studies not only serve to aid the student's work adjustment, but also serve as one method of program evaluation. After the program is in operation for several years, it is advisable that long-term follow-up studies be instituted to provide further summative evaluation information.

SUMMARY

Career education is a systematic approach to facilitating career development which emerged as a major thrust in American education in the early 1970s. Although there are several models which have been developed for program implementation, the project staff felt that none of them was totally suitable to meet the needs of the handicapped. Thus, a model was developed at the University of Kentucky which was a composite of the best features of previous models as well as general special education approaches. The resultant model is presented in a summarized form in Table 1-2.

Table 1-2

SUMMARY OF THE PROGRAM MODEL

PHASE	PURPOSE	APPROACH
Awareness	To stimulate an interest in and make each child aware of work as it relates to self, home, family, and the community	(1) infusion of career education into basic subject areas (2) separate career education units: learning centers
Orientation	To provide students with the occupational knowledge, self-knowledge, and decision-making skills which will help him to begin narrowing his career choices	(1) infusion of career education into basic subject areas (2) separate career education units: learning centers or CBI
Exploration	To provide students with in-depth knowledge and skills necessary for making a tentative career decision in order to complete a viable career plan	(1) individual and group counseling (2) testing, evaluation, and interpretation of tests (3) competency-based mini-courses (4) infusion of career education into basic subject areas
Preparation	To provide opportunities for the development of skills needed to effectively function in a chosen career area	(1) infusion of career education into basic subject areas (2) job training course (3) work training (4) individual and group counseling (5) job placement (6) follow-up counseling and evaluation

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CHAPTER 2
Planning and Implementing the Model: An Overview

In the previous chapter, a program model of career education for special students was described. In order to initiate and operationalize the program effectively, a coordinated plan of action is needed. This chapter presents an overview of the plan beginning with the strategies for facilitating the adoption of the program and ending with methods for program evaluation and improvement. Although the classroom teacher may not be involved in all of the tasks described, it is nevertheless important that each teacher has an awareness of the total process in order to clearly understand his role in it.

The plan for implementing the career education program model can be divided roughly into three developmental phases. The first phase, research and planning, consists of tasks necessary for identifying local needs in career education and specifying a plan for establishing an appropriate program. The second phase, development, covers those tasks necessary for adapting the model to the local school system and further developing the components. The third phase, implementation, consists of tasks necessary for implementing the various model components in the classrooms and in the community. These phases are depicted in Figure 2-1.

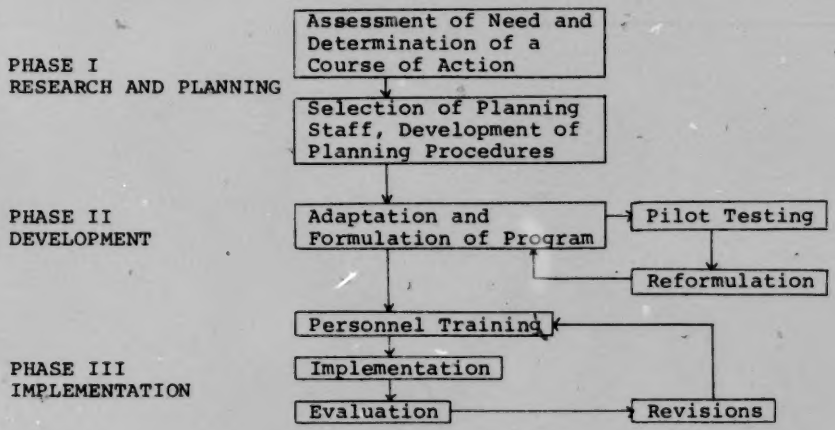

Figure 2-1

OVERALL IMPLEMENTATION PLAN

PHASE I: RESEARCH AND PLANNING

One of the most important and most frequently overlooked facets of implementing a new program is the process of gaining support for the change. For a change to be effective, three basic criteria must be met:

(1) the suggested change must solve a well-defined, documented problem

(2) the suggested change must offer the best possible solution to the problem

(3) the suggested change must be supported by the people affected by the change

Phase I of the implementation plan, research and planning, entails a number of specific tasks which will satisfy these three criteria, thus, providing a basis for achieving such change. Particular attention should be addressed to the performance of the following tasks: conducting a needs assessment, an analysis of proposed program models, publicizing the proposed model that is selected, appointing and selecting planning staff, specifying curriculum content, developing planning procedures and scheduling tentative completion dates, selecting and training individuals involved in planning, and identification of school and community resources. In the sections that follow, a more detailed explanation of these tasks is presented.

Responsibility for the initial planning of curriculum change rests with the Curriculum Steering Committee, which is a permanently functioning body within the school system's structure. This committee is generally comprised of professional educators whose primary responsibility is to monitor and regulate all curriculums within the school system, being constantly aware of changing curriculum needs and initiating action to provide new programs to meet these needs.

It is necessary for this committee to assess the needs of the school system frequently utilizing a method called a needs assessment.

Conduct Needs Assessment

The purpose of a needs assessment is to clearly define the local need for career education in the special education curriculum. Every school system is unique. The characteristics of its student population, their problems, and its present program offerings need to be carefully examined and defined in terms specific to the conditions which exist in that setting. National statistics are helpful, but they cannot always be applied to local situations.

According to Hamilton (1975), a systematic needs assessment is comprised of the following four tasks:

(1) Identifying the area of concern

(2) Determining current conditions

(3) Clarifying desired conditions

(4) Determining need by comparing the current conditions with the desired conditions

In this instance, the area of concern is the adequacy of the school system in preparing handicapped students for work. To determine the current conditions, the target group must first be clearly identified. The number of handicapped students in the school system, along with their disabilities and learning characteristics, must be defined. Then, through surveys, interviews, and other data-gathering techniques, information should be collected regarding the extent to which the present system prepares the target population for successful employment. At the same time, data should be collected regarding student, parent, teacher, and community opinions on the role of the school in the career preparation of the handicapped.

Questions which should be answered through the needs assessment include:

- What are the demographic characteristics of the school-aged handicapped population?
- What programs are presently being offered to prepare the handicapped for work?
- How many students are involved in the programs?
- Are the programs adequate?
- How many handicapped students could benefit from a career preparatory program, but are not presently involved in one?
- At what grade levels and in what schools are students who are not receiving career preparatory education located?

If a need exists for more or better career-oriented education, the answers to these questions should clearly define the problem and its scope. The next logical step, then, is to seek the most appropriate solution.

Analyze Proposed Curriculum

This guide presents a program model for career education for the handicapped. The extent to which this program is adopted by a school system will depend upon the scope of curriculum change needed and desired, the resources available, the resources necessary for implementation, and the degree of commitment from the school and community. Each of these factors should be systematically assessed by the Curriculum Steering Committee, and alternative programs should be compared to determine the most effective means of meeting the needs of the target population within the specified limitations of the school system's resources.

The questions that follow are examples of issues that must be considered by the Curriculum Steering Committee when determining feasibility:

- How and why was this particular model selected?
- What is its relationship to the curriculum it will replace?
- How will the model relate to existing curricula with which it will co-exist?

- How will the model affect school organization?
- What kind of facilities will be needed to house the proposed model curriculum?
- How will the new model affect existing teaching responsibilities and relationships among teachers?
- How will the model affect the teacher's classroom role (teacher-learner relationships)?
- What kinds of teacher and student materials will be needed for the new model?
- How long will it take to implement the new program?
- How much will it cost?
- How much teacher training is needed?
- Will it be acceptable to teachers, students, parents, and the community?
- What implications may be gained from the professional literature?
- What are opinions of experts and specialists in the field?
- How well has the program worked in other settings?

These questions are just a few that may be considered by the Curriculum Steering Committee. The following section deals with a major factor to consider when deciding upon an appropriate career education curriculum--cost.

Cost Considerations

While the benefits of a career education curriculum for the handicapped may be quite evident to the curriculum planners, the cost of such a program must be justifiable to the school board, school administrators, and taxpayers. Therefore, total cost becomes an important factor in the feasibility of the career education curriculum.

Systems analysis, the planning/programming/budgeting process, and cost analysis are all techniques used to aid planning and decision-making. However, these methods can become quite involved and require individuals with expertise in their application. While the planning organization is encouraged to use these techniques, they may not always be available. For purposes of planning and justifying a career education curriculum, a method of cost accounting may be used to estimate the cost of implementation. By combining the estimated cost of each component of the career education curriculum, the total cost of the program can be determined.

Cost may be expressed in physical terms (real resources) or in financial terms (monetary resources). There is a tendency to deal with cost only in financial terms, but both types of cost must be considered. The inputs needed to enable the career education curriculum to function (i.e., students, teachers, instructional materials, physical facilities, supplies, and equipment) all contribute to the system's cost.

The cost of implementing career education for the handicapped will vary greatly, depending upon the scope of the program.

Initially, a great deal can be done with a small expenditure; but to fully implement the total program with quality, a basic amount of financial support and commitment is required.

The following techniques can be used to estimate the cost of various components of the program: economic trends of the community may be examined; reports of costs from other career education programs may be reviewed; discussions with staff members involved with other career education curricula may reveal helpful estimates; data from the community revealing the type and number of resources available will be of additional assistance. By compiling information from all these sources, a cost estimate for the total program may be obtained.

Each estimation of cost will reflect the uniqueness of the community and the curriculum being developed. The following outline serves only as an example of the categories to which implementation costs may be charged.

Administrative Costs:

- Coordinator's Salary
- Allocation percent of one administrator
- Allocation percent of principal's time
- Allocation percent of teacher's time
- Consultants
- Travel
- Office Supplies
- Office Personnel

Planning Costs:

Community Survey

- Consultants
- Personnel
- Supplies
- Travel

Job Analyses

- Consultants
- Personnel
- Supplies
- Travel

Pilot Testing

- Consultants
- Personnel
- Supplies
- Travel

In-Service/Orientation

- Personnel
- Supplies/Equipment
- Allocation percent of teacher's time

Public Relations

- Personnel
- Supplies/Equipment
- Travel

Programming Costs

- Equipment/Materials
- Maintenance
- Transportation for field trips
- Evaluation and testing of students
- Student placement/on-site experience
- Transportation to work sites
- Classroom aids for various disabilities

Job Placement and Follow-up

Coordinator
Consultant Fees
Allocation percent of counselor's time

Salaries comprise the greatest expenditure under administrative costs. The coordinator's salary and reimbursement for the time devoted by administrators, teachers, guidance counselors, and consultants to administrative duties must all be charged as costs. In addition, the cost of travel related to administrative duties, along with the personnel, supplies, and office space needed to run these operations, will be charged as costs.

Four major areas of cost incurred during the planning phases of implementation will involve the tasks of conducting the community survey, the job analyses, pilot testing of the curriculum, and public relations activities. Each of these activities will involve costs for personnel; however, a large amount of this work may be completed by utilizing ad hoc committees. Additionally, there are the costs of developing the survey and job analysis instruments, and collecting and analyzing these data.

The cost of implementation can be greatly reduced by identification and utilization of community resources. The following list is presented as an example of sources for personnel, equipment, services, and facilities:

Industry and business
Local foundations
Service clubs
Service agencies
United fund/community chest
PTA
Church groups
Private donations
Volunteers
Fees
Federal agencies

Through the proper utilization of community resources, programming costs can be minimized during the implementation of the career education curriculum, especially during the first two phases. The career awareness phase will utilize learning centers, guest speakers, and field trips, along with teacher materials, student workbooks, and classroom instructional aids. A great number of these resources can be obtained by creatively using community resources. Learning center materials may be obtained from a variety of sources such as Chambers of Commerce, businesses, local governmental agencies, students' homes, and numerous other places. Guest speakers will generally volunteer their services to the program. Field trips will require expenditures for transportation; however, utilization of school buses can cut these costs enormously. Classroom aids and teacher materials may be purchased for an entire school system and shared by teachers. Care must be taken to ensure that enough materials are available, but properly coordinated use can substantially reduce costs.

The career orientation phase will require more classroom materials than the career awareness phase. Costs incurred during this phase may again be reduced by sharing materials and by utilizing the available community resources.

The career exploration phase will require even greater expenditures. Mini-courses and guidance and counseling require more planning, development, and materials than do activities in the previous phases. Mini-courses require more in-depth development of curriculum, which should be supplemented with instructional materials. There is an additional need for a greater volume of material to give the student choices among several alternatives.

The final phase, career preparation, will further necessitate financial expenditure on materials, equipment, on-site work placement, job placement, and evaluation. A great deal of evaluation and testing is needed during this phase, which requires major input from guidance counselors.

Job placement and follow-up are essential segments of the career education curriculum that require adequate financial support and commitment. The cost of these segments will vary immensely, depending upon the size of the school system, the amount and type of community resources available, and the scope of the job placement program. As with other segments of the curriculum, cost may be reduced by the utilization of community resources. For example, a cooperative agreement with Vocational Rehabilitation Services or other existing placement agencies may reduce the amount of services performed by the school, thus lowering the cost of job placement services. However, when these community services are not available and the guidance counselor is overworked, it may be necessary to hire additional personnel to conduct the job placement and follow-up segments of the program.

While the overall cost of the job placement program will vary, certain items that require expenditures must be considered. A job placement coordinator, support personnel, and clerical workers will all require salaries, although the number and type of personnel involved will depend upon the type of job placement program adopted. Little additional office space or facilities are required to implement a job placement program, but an active data-gathering and filing system will be needed. A system to record and classify job placement information is another essential. Job surveys and analyses will be needed, but these costs may be minimized by sharing resources and services with other segments of the career education program. In addition, follow-up services require the collection of data via phone, mail, or site visitations. All of these tasks require expenditures. It is also important that the job placement office have an open telephone line so that calls from potential employers can be received at all times. Thus, certain fixed costs are involved in job placement follow-up, although the total cost of the program can be lessened by utilizing a well-planned approach.

In addition to programming needs, career education requires teacher training. Costs related to teacher training involve the development and purchase of materials to use for training sessions, plus payment to the teachers for attendance. Individuals used to operate in-service sessions must also be trained and paid for their work.

All of the above cost considerations need to be addressed in order to determine the feasibility of the career

education curriculum and to adequately plan the implementation program. These considerations may appear somewhat vague and ambiguous; however, there are too many variables involved to adequately quote cost estimates for each category.

Based on the above discussion, the cost of implementing a career education curriculum may seem quite substantial. However, this expense is far outweighed by the cost of wasted human resources and the loss of service to the community that results from failing to educate the disabled for various careers. Without a career education program, both disabled individuals and the community suffer. Therefore, financial and physical costs need to be closely evaluated with the human and social costs in mind.

Decision to Implement Curriculum

Based upon an analysis of all relevant information available, a decision regarding the appropriate curriculum model must be made by the Curriculum Steering Committee. This requires a formal statement of the scope and intent of the proposed curriculum changes.

Publicize Proposed Change

Through the needs assessment and curriculum analysis, the Curriculum Steering Committee can develop a strong rationale for the proposed program innovations related to career education. However, the rationale is essentially worthless unless it is effectively used to gain support from the individuals in the school system and the community who will be affected by the change.

Many strategies can be used to elicit a commitment to change. It is helpful to first get the support of key school administrators and staff members. Using this rationale as the basis for persuasion, individuals within the school system such as the superintendent, school principals, and central office division heads should be sensitized to the needs of the target group and informed about the benefits of the chosen career education program. With the support of these individuals, more extensive dissemination activities can take place. Through workshops, seminars, discussion groups, and printed material, information concerning the proposed change can be conveyed to teachers, counselors, students, parents, and employers. During these dissemination activities, persons who are favorably disposed to the change should be identified and recruited to work for the implementation of the program.

However, individuals who oppose the change should not be ignored. Their eventual support will be needed for maximum program effectiveness. Watson (1969) offers the following guidelines for overcoming resistance to change:

Who Brings the Change?

(1) Less resistance to change will be encountered if all personnel involved in the program, i.e., administrators, teachers, guidance personnel, board members and community leaders, feel that they are responsible for initiating change rather than outsiders.

(2) Less resistance will be encountered if a solid base of commitment for change is secured from the top officials of the system.

What Kind of Change?

(3) If participants view the change as a means of reducing the present burden, less resistance will be encountered.

(4) If the proposed change is in accordance with long held ideals and values of the participants, less resistance will be encountered.

(5) If the proposed program offers novel experiences which are interesting to the participants, less resistance will be encountered.

(6) If the proposed change is not viewed as a threat to the participants' autonomy and security, less resistance will be encountered.

Procedures in Instituting Change

(7) If participants have been active in the diagnostic efforts which identified the need for change, they will offer less resistance to the change.

(8) If the proposed change was formulated via a group decision, less resistance will be encountered.

(9) Resistance to proposed change can be lessened if the proponents can empathize with the opponents, recognize valid objections, and attempt to alleviate unwarranted fears regarding change.

(10) Because opponents to proposed change quite often misinterpret or misunderstand information, resistance to change may be lessened by assessing their perceptions and clarifying misunderstood points.

(11) Provision of a positive environment of support, trust, acceptance, and confidence in the participants' relationships will reduce resistance to change.

(12) By remaining flexible and open to revision regarding the proposed change when it is necessary, resistance can be reduced. (Watson, 1969, pp. 178-179).

Essentially, commitment to change is greatly facilitated by involvement of all affected individuals and extensive communication among them. For that reason, school personnel, parents, employers, and students should be included in the planning, implementation, and evaluation of the career education program. It is particularly important that close relations be established and maintained with the business community. Building support for the career education program and attracting possible resources require a continual process involving public relations activities. The following principles should be incorporated into the school public relations program:

(1) The public relations program should seek to build channels of school-community interaction.

(2) Public relations should be viewed as a legitimate facet of the educational program.

(3) Public relations should have centralized professional direction.

(4) Public relations must involve two-way communication (i.e., receiving as well as giving out information).

(5) Public relations should be a continuous program operating beyond the planning stages.

(6) All available channels for public relations should be used. An informal, interesting, and varied approach should be emphasized.

(7) Appropriate media such as newspapers, school publications and bulletins, radio and television, and adult forums should be used.

(8) Lay committees or advisory groups comprised of responsible representatives of the community should be formed. The advice of these groups should be taken into consideration before making decisions.

(9) School-community councils and parent-teacher organizations at each school should be encouraged. These organizations create an environment conducive to better understanding between the school and the community.

Once a commitment to change is secured, the process of curriculum planning should be initiated. To successfully implement a career education curriculum, it is necessary to follow a well-defined plan accompanied by dynamic leadership.

Appoint Planning Staff

Since the responsibility for curriculum implementation rests within the school system, all initial planning should begin there. Numerous organizational patterns exist to guide the necessary changes, with the responsibility in each case resting with different individuals. Organization for planning should be determined by each system's own particular purposes, size, and resources. In all cases, there is a need for effective leadership during each stage of implementation. Without such leadership, it is difficult to coordinate the various stages of change, and the process of implementation quickly ceases to function in an effective manner.

It is the responsibility of the Curriculum Steering Committee to appoint a planning staff which will provide this leadership. A centrally coordinated approach is the most efficient means of implementing a career education program. A coordinator to supervise and manage the planning of implementation is needed. The coordinator is responsible for the system-wide coordination of planning efforts and must have a working knowledge of careet education for the handicapped.

In addition to selecting a program coordinator, the Curriculum Steering Committee may wish to appoint an advisory committee which will assist the coordinator in planning the overall implementation program. The committee's tasks will include specifying general curriculum content and developing and scheduling planning procedures. The committee may vary in terms of size, organizational form, length of existence, and membership. However, it should be

representative of many groups including teachers, guidance counselors, administrators, employers, and parents. While final responsibility rests with the Curriculum Steering Committee, the advisory committee will generally be the "working backbone" for planning the implementation program. Therefore, great care should be taken to select competent members who possess appropriate skills and are interested in doing a good job.

Specify Curriculum Content

The coordinator and advisory committee are jointly responsible for determining the curriculum content that will be most beneficial for the school system. A statement regarding the scope of the implementation program, strategies to be utilized, and method in integrating the career education program into the existing curriculum are all tasks that must be completed at this time. The advisory committee is invaluable for this purpose because it brings together the experiences and divergent perspectives of individuals from within the school and in the community. This approach will help ensure that a number of factors are considered before final decisions are made.

Develop Planning Procedures and Schedule

Once the curriculum content has been specified, it is necessary for the coordinator to develop planning procedures for the implementation program and to schedule target dates for completion of various tasks. The benefits of such a plan include the following:

- The plan provides a framework for the sound and orderly implementation of the career education curriculum.
- It allows for the needs of the handicapped population to be integrated into an overall plan.
- It allows for the efficient coordination of human, financial, and physical resources to meet the needs of the handicapped population.
- It minimizes the cost of implementation by avoiding duplication and efficiently utilizing available resources.
- It educates the community regarding the current and future needs of the handicapped population.

An initial task in the development of a plan is the formulation of meaningful, realistic goals to guide curriculum development. Although the overall goal is to operationalize a career education program which will prepare handicapped children and youth to successfully perform in the world of work, more specific goals need to be formulated which delineate:

(1) the scope of the program
(2) the time line for implementation
(3) the financial resources allotted
(4) the general method of implementation
(5) the extent of integration with other school programs

After the goals have been formulated, a plan of action for reaching these goals

needs to be developed. Essentially, this step entails converting each goal into working objectives, delineating tasks which must be accomplished to attain the objectives, establishing target dates for the completion of the tasks, and assigning tasks to individuals or ad hoc committees.

Listed below are some of the key objectives which should be covered in the plan of action. Under each objective are several examples of tasks which need to be performed. The list is by no means inclusive; rather, it is concerned only with major areas of effort, particularly those unique to career education. Curriculum planning objectives related to development of a career education program are:

1. To identify school and community resources which can be used in the career education program.
   - To conduct a community survey
   - To inventory human, financial, and physical resources in the schools

2. To translate the model into a curriculum specific to local needs and resources.
   - To select and analyze entry level jobs to be included in the career preparation phase
   - To develop instructional materials for all phases
   - To formulate the content of the work training program
   - To establish a career information system

3. To develop administrative and managerial procedures and systems which can be used in the implementation of the curriculum.
   - To establish a record-keeping system
   - To select or develop forms to be used in record-keeping
   - To develop general scheduling procedures
   - To develop strategies for the effective use of transportation
   - To establish a budget
   - To formulate communication methods to be used with the community, as well as in-house
   - To secure contracts with employers for work training placement
   - To arrange for the use of needed facilities and equipment

4. To select and train personnel to be involved in the career education program.
   - To develop a general staffing pattern
   - To assign staff various responsibilities
   - To hire additional staff if needed
   - To modify the training program included in this guide as needed
   - To locate resources to be used in the training program
   - To conduct training programs for personnel who will in turn train teachers and counselors

The amount of time needed for the completion of these tasks will vary depending upon each individual situation. It is the task of the implementing organization to determine the scope of implementation and the amount of time needed. In most cases, a minimum of two years will be required.

Select and Train Individuals to be Involved in the Planning Tasks

Following the development of planning procedures the coordinator must select and train individuals who will be involved in the planning tasks. Most of the personnel selected will be individuals already employed by the school system who will allot a portion of their work hours to perform planning duties. All personnel should have previous experience in curriculum planning or skills in collecting and interpreting data. It will be necessary to orient all personnel involved in planning regarding the needs of the target population, the intent of the career education model, and the nature and scope of their planning tasks within the context of the school system and the community.

The format and design of the training program is flexible but should provide all basic and needed information. The following questions should be considered when planning the training program:

. What are the training needs?

. Who will require training?

. How is the training best provided?

. Where and when will it be done?

A training program can be developed by determining staff training objectives, developing the training "package", and establishing performance criteria for the trainees.

Identify Resources for the Program

When designing a career education program, it is imperative that all local community resources be utilized. These resources, located in the home, business and labor markets, elected offices, public agencies, and the schools themselves, make possible expansion of the classroom to include the community and thus ensure meaningful, exciting, and relevant experiences for the students.

Through the cooperative efforts of the school and community, the awareness, orientation, exploration, and preparation phases may be supported, to the benefit of all, by an ongoing program of community involvement. Local resources, because they contain all the pertinent information regarding the occupational careers of the community, can provide models for worker roles, advice for the development of curriculum materials, and opportunities for skill development. Government and community agencies dealing with counseling and placement of the handicapped can provide more specific job possibilities. The schools, in turn, can determine community needs which might best be served by the program and design the curriculum accordingly. In addition, it is only through the combined efforts of the school and community that the students, counselors, and teachers alike can obtain a total picture of the occupations within their community.

A major problem confronting the coordinator is how to best locate community resources so they can be taken advantage of throughout the

various program phases. One successful method suggested by many educators is to conduct a community occupational survey. The community occupational survey is an organized means of locating career information regarding the occupations, educational facilities, and community agencies in a particular locale. The survey usually ascertains the availability of entry level occupations, local facilities which offer training programs, ever-changing trends in employment, and list of employers who are willing and able to hire entry level workers. The survey also yields specific information regarding lists of cooperating community resource personnel, sources of equipment and materials for use in classroom activities, and potential field trip experiences for students (this information is especially useful in the awareness and orientation phases of the career education program). Using the survey, it is also possible to assess public interest and support for the career education program while, in turn, determining the needs of the community which must be considered in the process of program development. Surveying the community is an ongoing process which must be updated regularly to maintain the value of the information obtained.

All community occupational surveys, although similarly developed, may need to be restricted or expanded in length, depending on the size of the school district and the number of personnel involved. While a large school district may have access to a substantial number of counselors, teachers, and community volunteers to help with the survey, smaller districts may be forced to rely heavily on one or two persons for the entire procedure. This limitation does not present a major problem but should receive some consideration when determining the scope of the survey. Keeping this in mind, the procedures given below can be utilized for both small and large school districts and their surrounding communities, or by a single school, if desired.

The following survey procedures are adapted from The Information Service in Guidance by Norris, Zeran, and Hatch, and are listed in outline form to facilitate their use. If questions arise concerning any of the steps involved, the surveyor should consult either the above text or the resources listed at the end of this section for additional information.

I. Preliminary Activities

A. Stimulation of Interest in the Survey

1. Gather support from community organizations such as Chambers of Commerce, employment offices, faculty committees, special career and guidance projects,

teachers and administrators, vocational education departments, local colleges, and the local media.
2. Be 100 percent certain the survey has the backing of the school board.

B. Organization of Committees

1. A steering committee should be appointed to outline survey objectives, select and oversee the director, and prepare additional survey phases.
2. An advisory committee should be selected from local community representatives to help in policy formulation and to encourage community involvement.
3. Work committees involving as many persons as possible should be established to aid in areas of research, survey design, planning and procedure phases, public relations efforts, and data collection.

C. Definition of Objectives, Scope of Survey, Type of Instrument to be Utilized, and Cost Factors Involved

1. The committee should establish well-defined objectives based on locating local occupational information.
2. Factors affecting the scope of the survey include the pre-established objectives, the geographic area to be covered, age and gender to be included, specific occupational groups of interest to the study, the information sought regarding worker and job characteristics, rate of change in information, and the number of personnel involved with conducting the survey.
3. The steering committee must determine the feasibility of using a mailed questionnaire, an interview method, or both.
4. The budget for the community occupational survey depends on the funds available and the purposes and scope of the survey. Due consideration must be given to all factors, including such items as printing, postage and envelopes, stencils, and clerical help.

D. Formulation of the Survey Instrument

(If a mailed questionnaire is utilized, be certain that all items are explicitly stated to prevent misinterpretations by the respondents. This is not a major problem when the interview method is used.)

1. The form used will depend on the information sought and the scope of the study.
2. The questions asked should pertain only to the pre-established objectives.
3. The information sought usually includes questions concerning:

   a. The availability of full-time, part-time, and seasonal job opportunities (present and future) and the nature of these jobs.

b. The availability of entry level jobs having potential for the students.
c. Organizations which are able and willing to work with the schools as work training sites.
d. Local community persons willing to volunteer their services for in-school instruction (e.g., speakers, field trip experiences, financial support).
e. Local community persons who can supply equipment and materials for classroom use.
f. Governmental or voluntary agencies providing vocational counseling and/or placement services.

4. The wording of the questionnaire should be clear, concise, and simple.
5. Questions that may be threatening to the respondents should not be included.
6. Bench test the survey form on five to ten organizations and make any necessary changes.

II. Conducting the Interview

A. Preparation of a List of Organizations to be Surveyed

1. List job families from each of the career clusters which are to be surveyed. (For example, for the leisure and hospitality cluster, the list should include: [1] Travel Services, [2] Tourism Services, [3] Hospitality Services, [4] Food and Beverage Services, [5] Leisure Products and Promotions Services, [6] Spectator Entertainment Services, [7] Special Interest Leisure Enterprises, [8] Resource Conservation/Preservation Services, [9] Park and Natural Resource Planning and Design Services, [10] Recreation Areas and Facilities, and [11] Recreation Program Services.)
2. Obtain a list of all local employers in each job family utilizing such resources as the community directories, city and company records and files, employment agencies, and Chambers of Commerce.
3. Index this list for easy referral and retrieval.

B. Preparation of the Community and Survey Team

1. Utilize all local newspapers, radio stations, television stations, and the students themselves to promote cooperation and support in the community where the survey is to be conducted.
2. If conducting an interview survey, the survey teams should be given a short training session to familiarize them with the objectives of the study and the techniques of surveying quickly and efficiently.
3. Have each member of the team interview one or two organizations previous to the start of the actual survey. This will help iron out any rough spots the interviewer may find.

C. Collection and Analysis of Data

1. Establish a time schedule for data collection.
2. If a questionnaire is utilized, follow-up letters must be prepared for the non-respondents. (If an interview method is used, interviewers may need to return to the employers a number of times until adequate data has been collected.)
3. All data must be organized using a concise, systematic form which allows for easy tabulation and analysis. (Refer to any standard research method book for additional information.)
4. The steering committee should analyze the data, keeping in mind the pre-established objectives.
5. The steering committee should prepare a final report of the survey results. This report should be prepared for use by educators and lay personnel alike, and should include suggestions for keeping the information current.
6. The method of dissemination will depend on the funds available. Usually only specific parts, rather than the entire summary report, are made available to the public.

Because of cost and feasibility factors, the community occupational survey should be designed to gather occupational information on all positions available in the community. It should not be limited, therefore, to one specific career cluster; rather, it should encompass all fifteen clusters. Once the information has been obtained, it can be separated according to clusters and further analyzed by job titles and descriptions. A file of community and school resources should be built, which planning committees can use in adapting the program for local use. The community resource files will be useful throughout the career education program and should be updated frequently.

After building the community and school resource files, Phase 1 of the implementation program is complete.

PHASE II: DEVELOPMENT

Phase II of the implementation plan is concerned with the adaptation and development of the program model for local use. The major procedures which take place during this phase are depicted in Figure 2-2.

The development of each program phase entails many tasks pertaining to the specification of the content and management of the program. To facilitate further understanding of these procedures, a description is presented on the following pages.

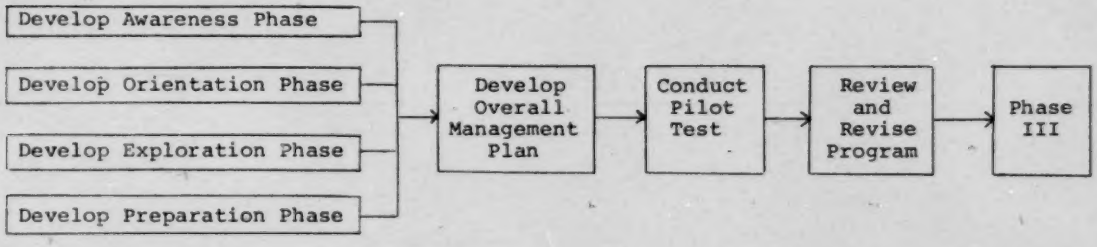

Figure 2-2

Phase II, Development

Develop Awareness Phase

An ad hoc committee of teachers who will eventually be involved in the presentation of career awareness learning experiences should be appointed to develop the awareness program. The major responsibilities of this committee include:

1. To determine which objectives will be covered at each grade level
2. To develop a record keeping system to monitor student accomplishments and progress
3. To establish a career information system specifically for the awareness phase
4. To develop program evaluation procedures and forms
5. To develop a teacher training program for teachers at the awareness level

6. To develop budget recommendations for the implementation of the awareness program

As the reader probably noted, the majority of these tasks are concerned with the development of administrative and management procedures and very little attention is given to the content of the program. This is due to the fact that the awareness phase learning experiences are to be developed by each individual classroom teacher specifically for his students and this cannot be accomplished until after the teachers are trained. However, it is important during this developmental stage for the objectives to be closely evaluated and assigned to the different grade levels so that the program can be coordinated from grade to grade, as well as from school to school.

In developing the program management procedures, the planning committee should attempt to select or design procedures which are compatible with the existing practices in the school system. The record keeping system, for example, should require only minor changes to accomodate the career awareness program. Most schools already maintain a file on each student which contains personal data, school records, educational and physical evaluative data, and notations of educational progress and recommendations. For the career awareness program, only a checklist of behavioral objectives needs to be added. This checklist should be used by teachers to record which objectives have been successfully completed by each student, thus ensuring that every student accomplishes every objective. A more complete description of the record keeping system and the career information system can be found in Chapter 6. Additionally, a sample teacher training program is presented in Chapter 8.

Develop Orientation Phase

The development of the orientation phase should be the responsibility of an ad hoc planning committee, consisting of teachers who will later be involved in the implementation of the career orientation program. The primary duties of the committee are the same as those listed for the awareness planning committee and include:

1. To determine which objectives will be covered at each grade level
2. To develop a record keeping system to monitor student accomplishments and progress
3. To establish a career information system specifically for the orientation phase
4. To develop program evaluation procedures and forms
5. To develop a teacher training program for orientation level teachers
6. To develop budget recommendations for the implementation of the orientation phase

Like the awareness phase, the planning committee for the orientation phase should not be concerned with the

development of specific classroom instruction, rather they should be concerned with the development of coordination and management procedures. Many of these procedures will be similar to those developed for the awareness program.

Develop Exploration Phase

A planning committee consisting of high school level special education teachers and counselors should be responsible for the development of the career exploration program. In addition, the planners may wish to include employers from various occupational areas for the purpose of developing the mini-courses. The tasks which the planning committee should address include:

1. To determine which objectives will be covered in the mini-courses and which objectives will be infused into existing subject matter
2. To develop a record keeping system
3. To establish a career information system
4. To develop the content of the mini-courses
5. To develop counseling and work evaluation procedures
6. To identify staffing needs for the exploration program and to make recommendations concerning staff assignments and hiring additional personnel
7. To develop a counselor training program
8. To develop a teacher training program for teachers who will be responsible for infusing career education into regular course work
9. To develop a teacher training program for teachers who will present the mini-courses
10. To develop evaluation procedures and forms
11. To develop budget recommendations

Guidelines for the accomplishment of many of these tasks are provided in other sections of this book. As previously mentioned, the record keeping system and the career information system are described in Chapter 6. Also discussed in Chapter 6 are the counseling and work evaluation procedures. The development of the mini-courses is described in Chapter 4 and a sample teacher training program is described in Chapter 8. In addition, evaluation procedures are discussed in the latter part of this chapter.

Develop Preparation Phase

The tasks necessary for the development of the preparation phase are more complex than the tasks for any other phase. Teachers, counselors, employers, and placement personnel from the community should be involved in the planning of the entire preparation program and should be assigned to execute those tasks specific to their areas of

expertise. The tasks which should be addressed in the development of the preparation phase include:

1. To determine which objectives will be covered by infusion, in the classroom work training course, and in the on-the-job training program
2. To develop a record keeping system
3. To develop a scheduling procedure
4. To develop a career information system
5. To select jobs for the work-training program and analyze them to identify specific job skills which should be taught
6. To develop the content of classroom and work-site training programs
7. To develop the counseling program
8. To develop a job placement system
9. To develop student follow-up procedures
10. To develop evaluation procedures and forms
11. To identify staffing needs for each component of the career preparation program and make recommendations for assignments and additional hiring.
12. To develop training programs for counselors
13. To develop training programs for teachers involved in infusion
14. To develop training programs for teachers of classroom work-training
15. To develop training programs for work-training supervisors
16. To develop training programs for job placement and follow-up personnel
17. To develop budget recommendations

As previously indicated the majority of these tasks are described in other sections of the book. However, it was felt that a discussion of job analysis procedures should be presented here, because the results of job analysis form the basis for a large portion of the career preparation program.

Conduct Job Analyses

An important element in career education curriculum development is the use of job analysis procedures. These methods are most essential in creating competency-based career preparation courses; but they are also utilized in such other aspects of career education as placement, counseling, follow-up, evaluation, and job development.

Job analysis is the study of what a worker actually does. In its simplest form, it identifies the job title and enumerates and describes the separate tasks performed by the worker. Additional detail may include facts about the work environment, worker traits, and conditions of employment. A job analysis is a complete, accurate

description of the job as it currently exists and includes four categories of information: (1) what the worker does in relation to data, people, and things; (2) how he does it; (3) why he does it; and (4) the skill involved in doing it. The latter category indicates the degree of difficulty of the tasks. Detailed task description is the heart of the job analysis and forms the basis for developing competencies and behavioral objectives for job training.

Care must be taken to differentiate job analysis from worker analysis. While the study of workers does yield pertinent information about jobs, the concern in job analysis is with the actual work being done, not with the individual doing it. In light of this, the analyst must be sure that only required tasks performed on the job are recorded, not the optional techniques developed by an individual worker. This differentiation can have substantial implications for the handicapped since the techniques they will use to accomplish the essential tasks of a job may be considerably different from the average worker's techniques. Ability to perform a job is thus based on successful task achievement rather than on assessment of physical capacities.

One of the advantages of doing a job analysis is the familiarity with vocational information acquired through the process. For this reason, it is advisable for those individuals who will be directly involved with the use of the information (e.g., the curriculum developer, career counselor, or placement worker) to actually perform the analysis. The number of persons involved will, of course, be directly related to the number of jobs analyzed. If sufficient staff is available, all entry level positions identified in the community survey might be subjects of a Dictionary of Occupational Titles search. Actual analysis could then be limited to those jobs indicating the most promise for curriculum implementation or placement.

Determination of which jobs to analyze will depend, in part, on the training and placement resources identified in the community survey. Selection should also consider which entry level positions have the most potential for both horizontal and vertical mobility. The skills involved should be transferable to other job areas and should provide a basis for promotion. In the area of placement and counseling, it would be beneficial if all entry level jobs identified in the community survey could be analyzed. Such an extensive project would probably require the hiring of outside analysts. Another alternative is to request data from among the 100 jobs analyzed by Project Career. This program has established task outlines and behavioral objectives for each of 100 jobs, and also rates the potential of 14 disability sub-groups for achieving these objectives. A similar source of information for the visually impaired is available from the Greater Detroit Society for the Blind.

The job analysis process can be accomplished in several ways. Suggested procedures can be found in the Handbook for Analyzing Jobs (U.S. Department of Labor, 1972) and in Occupational Information: Its Development and Application (Shartle, 1959). Whatever

method is used, the completed job analyses should be distributed to the guidance counselor, curriculum developer, placement worker, and other appropriate staff. The industry involved should also receive a copy of each job analysis. Implementation of the job analysis procedure by the school system will then continue with the development of course content and counseling and placement procedures.

Job analysis is not a static process because job conditions are continually changing, with elimination of positions, reassignment of duties, and development of new techniques occurring frequently. The evaluative aspect built into the competency-based instruction approach will ensure the necessary review of all curriculum input, including job analysis, to keep up with changing job conditions.

Develop Overall Plan of Management

The day-to-day management of the career education program requires careful coordination to ensure that every student receives an appropriate, individualized education and to ensure that the program is run efficiently and in a cost-effective manner. Management of the program is needed at several different levels. It is needed for the entire K-12 program, for each phase, and for each school.

In planning the procedures which will be used to coordinate the program at each level, consideration must be given to the person or persons who will be responsible for coordination, and to the facets of the program for which each person will be responsible. The management of the entire program, as well as each phase, should be the responsibility of a single person, who works out of the central office of the school system. Presumably, this person would be the same one who was hired to coordinate the planning and development of the program. Once the program is functional, the coordinator's major responsibilities should include (1) facilitation of effective communication between personnel involved in each phase, (2) implementation of policy decisions of the Board of Education, (3) preparation and submission of a budget for the program, (4) evaluation and revision of the program, (5) in-service training of personnel involved in the program, and (6) public relations efforts in the community.

At the individual school level, the principals should provide the primary leadership for the coordination of career education. Each principal should confer with the coordinator of career education on a regular basis to deepen his own understanding of career education. He must be able to effectively communicate this knowledge to the personnel in his school and will help conduct in-service training sessions. Also, he should pass along innovations to his teachers and act as a liaison between the teachers and the coordinator, attempting to maintain an open line of communication. He should relay to the teachers and should bring difficulties and problems encountered by the teachers to the coordinator's attention. Another essential responsibility of the principal is to motivate the teachers and keep morale high. He should support

curriculum development and facilitate the teachers' access to resources.

Once the decisions are made concerning the persons responsible for coordination and their primary duties, specific methods of coordination can be developed. One of the major areas which should be addressed by the planning committee is methods for effective communication.

Communication and a give-and-take flow of information are important characteristics of any successful career education program. Without them, segments of the program can become isolated and relatively ineffective. There are many methods which can be used to facilitate communication among career education personnel. Following are a few suggestions:

1. Periodic in-service programs can be conducted to advise personnel of innovative materials and methods for career education.

2. Workshops and work sessions can be held in which teachers, counselors, and other career education staff help each other with special problems or in which new program areas are developed.

3. Regular bulletins can be sent out from the library, occupational information center, and career education coordinator's office regarding materials, equipment, and suggestions for resource persons and field trip sites.

4. A career education consultant can be hired to assist individuals with special problems. If an outside consultant is not feasible or desirable, the "consultant" could be appointed in-house. A school career guidance counselor or possibly a teacher who has had extensive training in career education could assume the role of consultant in addition to his regular duties. Another possibility is to have central office staff who are responsible for the coordination of the total career education program function as consultants to counselors and teachers within the school system.

5. An occupational information system should be made accessible to provide data on career development, the job market, occupations, and similar topics.

Obviously, no one method will be sufficient. Rather, several different approaches are needed. Whatever methods are used, coordination and supervision of all of these efforts is necessary to ensure that a maximum flow of information is achieved.

Conduct Pilot Test

Experimentation is an integral part of the implementation process in that it allows adaptations and changes to be made prior to final implementation of the career education curriculum. Problems and difficulties can be addressed and fed back into programming. The experimentation is conducted via a pilot test, which is essentially a trial run for the curriculum in the classroom setting utilizing the target

population. A pilot test allows the curriculum to be evaluated in terms of feasibility, appropriateness, and effectiveness. This information is then utilized to modify and improve the program.

When designing the pilot testing, the following factors must be considered: the number of schools, teachers, and students to be utilized; the type of disabilities to be tested; how to collect and analyze the data; the amount of time available for testing; the number and content of orientation sessions; and the cost of pilot testing. For more detailed information pertaining to pilot testing procedures, the reader is referred to Instructional Development for Training Teachers of Exceptional Children: A Sourcebook (Thiagarajan, Semmel, and Semmel, 1974).

The results of pilot testing should give an indication of the appropriateness of the curriculum for the school system. Based upon the pilot test in the curriculum, modifications and changes can be made prior to the actual implementation phase.

PHASE III: IMPLEMENTATION

Phase 3, Implementation, is the final phase of the total implementation process during which the career education program is fully introduced and utilized in the classroom. Major tasks included in this phase are: the recruitment, assignment, and training of all personnel who will carry out the program; the development of separate career education and infusion units for each classroom; the implementation of components of all phases; evaluation of the program; and revision of the program.

Assign and Train Personnel

Many individuals with a working knowledge of career education are needed to conduct the program. Thus, the initial step is to recruit, assign, and train all personnel who will be needed to conduct the program. Most of the personnel utilized in the program will already be employees of the school system. Teachers, guidance counselors, and job placement workers in the school system may simply be reassigned to the career education program. However, additional personnel may be needed to provide expertise in many of the career preparation programs or in the guidance and counseling, work-training, job placement, and job follow-up segments of the program. Therefore some recruitment may be necessary. In addition to recruitment many employers in the community with specialized skills may assist in the skill preparation and work-training program. The utilization of these individuals is an important consideration.

After personnel are acquired they must be assigned to appropriate positions and receive instruction and training regarding their roles in the career education program. Individuals should be appointed to their respective positions on the basis of background, training, experience, and interest.

The success or failure of the career education program depends upon the staff's ability to utilize, implement, and carry out the program. To be successful the staff must be well-trained and thoroughly familiar with the principles of career education for the handicapped. To accomplish this objective, it is necessary to provide a training program which will:

. orient personnel to the goals of the career education program

. explain the needs of the target population

. identify the roles of different personnel in the program

. develop the skills necessary for conducting the program

The coordinator is responsible for planning and conducting the career education training program. The format and methodology he uses to develop and conduct the program is quite flexible. The following questions should be considered when planning the training program:

. What are the training needs?

. Who will require training?

. How is the training best provided?

. Where and when will it be done?

A training program can be developed by determining staff training objectives, developing the training "package", and establishing performance criteria for the trainees.

The following suggestions are presented to further aid in the development of the career education training program and will hopefully improve its usefulness.

. The program should be individualized as much as possible, allowing personnel to work at their own pace.

. The program should be broken down into sections or modules to allow the material to be more easily understood.

. Pre- and post-tests should be used with each module to allow individuals with adequate knowledge of its content to test out. The tests also establish performance criteria.

. A variety of media should be utilized to present material.

. A variety of activities should be used with each module allowing group discussion and interaction.

. Content modules developed for the program should include an introduction to career education for the handicapped, administrative and evaluative techniques, information on the occupational clusters, the development of behavioral objectives, and the development of learning experiences.

A well developed training program will help provide all personnel with sufficient knowledge to implement the career education program. Without a thorough preparation, personnel will lack the understanding to perform adequately. An example teacher's training program is presented in Chapter 8 of this guide.

Develop Learning Experiences

The second major task in Phase 3 is the development of separate career education units, and units of infusion for each classroom. The teacher will develop these classroom instructional materials based on the educational objectives chosen for each phase of the program during the planning of curriculum content. For each educational objective the teacher will write a behavioral objective specific to the needs of his class. This allows the program to be individualized and adapted for all disabilities. In addition, the students' performance can be objectively measured. See Chapter 3 for a detailed discussion of behavioral objectives.

The teacher's performance during the development of the classroom materials is a critical factor in determining the success of the program in individual classrooms. A resourceful and creative teacher with a good understanding of career education should encounter no problem completing this task. However, to further assist the teacher the following components may be added:

- Develop a centralized resource room where the teacher will have access to a variety of resource materials.
- Provide access to information regarding possible resources in the community which were identified in the community survey.
- Conduct group sessions in which teachers interact and discuss programming ideas. The teachers may wish to share units or develop them in groups.
- Allow teachers an abundance of time in which to develop the instructional materials.
- Provide assistance to any teacher who experiences difficulty in developing an adequate amount of career education materials.
- Provide in-service training designed to inform and instruct teachers regarding new approaches and methods of developing classroom materials. In addition new commercial materials may be presented.

A more detailed discussion of how to develop learning experiences for career education is presented in Chapter 4.

Implement Components of All Phases

Following the development of learning experiences for individual classrooms all phases of the career education program will be introduced into the classroom. Classroom instruction, counseling components work training, and job placement components are all introduced into the curriculum as the students become prepared for them. Although pilot testing was used to work through the major problem, the program may initially experience many small problems which must be remedied. During this phase of implementation, the entire career education program will be begun in earnest, utilizing all personnel and resources. It is suggested that periodic meetings be held which will allow

discussion of various problems that may be encountered.

Evaluation

The career education program must be continuously evaluated and modified to maintain or improve its quality and to meet the ever-changing needs of the target population and the job market. By utilizing regular feedback, minor course changes and revisions can be made. Methods of gaining feedback should be built into the program with frequent measures of interim progress toward the achievement of goals and objectives.

There are three important aspects of evaluation: (1) it is an ongoing process, (2) it is directed toward the specific goal of improving the curriculum, and (3) it requires accurate and appropriate measuring instruments.

The career education curriculum evaluation should include feedback concerning individual courses or units, the total career education program, and a follow-up of program graduates. Evaluation instruments for the career education curriculum should be specifically designed for the career education program during the planning phases of implementation. Excellent examples of such instruments can be found in Davis and Borgen, Planning, Implementing, and Evaluating Career Preparation Programs, 1974.

Individual course evaluations are conducted to determine the appropriateness of the instructional methodology used, and whether student performance objectives have been met. Evaluation activities for individual courses or units should include the following:

- A student evaluation of the courses should be conducted at the end of each term or semester by the instructor. Data should be gathered regarding student attitudes and whether the course is meeting its stated goals and objectives. The student evaluation of courses during the awareness phase will not be as formal as with other phases due to the age of the students.

- A faculty evaluation should be conducted at least once per term or semester by the division or department head. Information collected will focus on teaching ability, ability to organize learning activities, and the number and types of skills developed by each teacher.

- An employer evaluation of on-the-job training should be conducted by course instructors following completion of the training course by students. Data should be gathered concerning the appropriateness of training received.

- The facilities used in the program should be evaluated at least once per year by the faculty and coordinator of the career education program to determine whether they are appropriate to the program, accessible to all students, safe, and of adequate size. In addition, equipment should be evaluated in terms of appropriateness, usability, quality, safety, and

number available.

- Student achievement of performance objectives should be used to determine the adequacy of each career education course or unit both during and following each term or semester.

- The cost of each career education course or unit should be determined by the teacher following its completion. This actual cost may be compared with cost estimates made prior to teaching the course or unit. A system of cost accounting should be used to determine the cost.

Evaluation of the total program is conducted to determine if all facets of the career education curriculum are working correctly. This evaluation should include information regarding student skills, achievement, and attitudes. An ad hoc committee comprised of school personnel, community leaders, parents, and business leaders should be utilized to coordinate this evaluation. It is wise to involve individuals in evaluation who were not involved in planning the curriculum. Since the planners have invested a great deal of time and effort into developing and gaining acceptance for the curriculum, they may lack the objectivity needed to evaluate it fairly. Therefore, community and lay individuals will aid the evaluation process.

The following evaluation activities are included in the overall curriculum evaluation:

- A student follow-up survey should be conducted yearly following graduation to determine former students' attitudes toward the curriculum, the number of former students who are employed, their salaries, areas of weakness in the curriculum and recommended program changes. Such a follow-up will help determine the appropriateness of the career education program in relation to student needs.

- An evaluation of present students to determine attitudes and whether they feel the program is meeting its stated goals and objectives should be conducted following each term or semester.

- The faculty's performance should be evaluated in terms of overall teaching abilities and the types of skills taught.

- An employer survey should be conducted one year after a graduate has been placed in a job. The performance of the graduate, the skills developed in school, and whether the career education program contains appropriate content should be evaluated. This aspect of the evaluation will help determine if the program is meeting industry needs.

- The facilities used in the total program should be evaluated at least once per year to determine whether they are appropriate, accessible to all students, safe, and of adequate size and number. Additionally, all equipment should be evaluated in terms of appropriateness, usability, quality, safety, and number available.

- Supportive services should be evaluated once per year to determine

if appropriate services are being provided and if these services are adequate and useful.

- A cost-benefit analysis must be undertaken yearly to determine expenditures per student and for each course or unit. In addition, the benefits derived for both students and the community should be reported.

When all data are collected it is the task of both the coordinator and the involved personnel to analyze and translate the data into appropriate recommendations for action. These recommendations should be aimed at alleviating specific weaknesses that were identified in the program. Evaluation is a continuous activity that will help ensure a successful career education program.

SUMMARY

The plan for developing and implementing the career education program can be divided into three developmental phases: research and planning, development, and implementation. In the following tables, the major tasks in each of these phases are summarized.

Table 2-1

MAJOR TASKS IN THE RESEARCH AND PLANNING PHASE

Task	Responsibility	Outcome
1. Conduct needs assessment	Curriculum Steering Committee	Quantitative and qualitative data on the need for career education for special students.
2. Analyze proposed program model	Curriculum Steering Committee	Statement of scope and intent of curriculum changes which are deemed necessary and feasible to meet local needs.
3. Publicize proposed changes	Curriculum Steering Committee	Commitment for change among school personnel, parents, students, and employers. Also, identification of people who are willing to assist in planning and development.
4. Appoint planning staff	Curriculum Steering Committee	Program coordinator and advisory committee selected and briefed.
5. Special curriculum content	Coordinator and Advisory Committee consisting of teachers, counselors, school administrators, employers, and parents	Definitive statement of scope of the program, strategies which will be developed, and method of integration with other school programs.
6. Develop planning procedures and schedule	Coordinator	Schedule of planning tasks, responsible persons, target dates, budget, and management.

Task	Responsibility	Outcome
7. Select and train individuals to be involved in planning tasks	Coordinator	Planners who understand the intent of the program and the scope and nature of their planning tasks.
8. Identify school and community resources	Ad Hoc Committee of teachers, employers, etc.	File of community and school resources which planning committees can use in adapting the program for local use.

Table 2-2

MAJOR TASKS IN THE DEVELOPMENT PHASE

Task	Responsibility	Outcome
1. Adapt and develop awareness phase	Ad Hoc Committee of elementary special education teachers	A method for coordinating the awareness program, a record keeping system, a career information system, evaluation and revision procedures, a recommended budget, and a teacher training program.
2. Adapt and develop orientation phase	Ad Hoc Committee of middle school special education teachers	Same as for awareness phase.
3. Adapt and develop exploration phase	Ad Hoc Committee of high school special education teachers and school counselors	A method for coordinating the exploration phase, selection of cluster areas for mini-courses (initial implementation),

Task	Responsibility	Outcome
		development of mini-courses, counseling and evaluation methodologies, student scheduling procedures, a record keeping system, a career information system, a budget staffing pattern and staff assignments, and training programs for teachers and counselors.
4. Adapt and develop preparation phase	Ad Hoc Committee of high school level special educators, counselors, and local employers	A coordination plan, job analysis for selected jobs, work training program based on job analysis, list of objectives for infusion, counseling methodologies, job placement system, follow-up system, career information system, record keeping system, student scheduling procedures, staffing for each component, budget recommendations, training programs for teachers of work training courses, counselors, job placement personnel, and employers who will supervise trainees on-site.
5. Develop overall plan of management	Coordinator	Management procedures for program at all levels, total budget to be submitted for approval to school board.
6. Conduct pilot test	Coordinator	Identification of program weaknesses and appropriate revisions.
7. Reformulate program	Coordinator	Description of total program with revisions from pilot testing.

Table 2-3

MAJOR TASKS IN THE IMPLEMENTATION PHASE

Task	Responsibility	Outcome
1. Assign and train teachers, counselors, employers, and other personnel who will be involved in implementing the program	Coordinator and selected trainers	Personnel prepared to implement program.
2. Develop separate career education units and infusion units for each classroom	Special education teachers at all levels (each teacher specifies behavioral objectives and develops learning experiences for his or her class)	Learning center awareness units, basic subject units which have been infused with career awareness objectives, learning center or CBI orientation units, basic subject units which have been infused with career orientation objectives, basic subject units which have been infused with career exploration and preparation objectives (the mini-courses and work training programs were developed during the previous phase).
3. Implement components of all phases	All special educators, counselors, employers, and other designated personnel	Classroom instruction, counseling components, work training, job placement, etc. (components are introduced as students are prepared for them.
4. Evaluate program	Coordinator with assistance from involved personnel	Weaknesses identified, revisions recommended.
5. Revise program	Coordinator and advisory committee	Statement of and plan for revisions.

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CHAPTER 3
Developing Behavioral Objectives from Educational Objectives

This chapter has been designed to assist teachers in developing the behavioral objectives on which the career education program will be based. In the first sections of the chapter, the rationale and methodology for developing behavioral objectives are presented. In the latter sections of the chapter, educational goals and objectives are presented. These goals and objectives have been produced to serve as guidelines regarding the scope and content of the behavioral objectives which should be developed for each phase.

To clarify the meaning of the terms used in this chapter, the following definitions are offered:

Educational Goals are overall purposes or aims stated in very broad terms which are difficult to measure.

Educational Objectives are refinements of educational goals. Although they are more specific than educational goals, they also cannot be measured objectively.

Behavioral Objectives are refinements of educational objectives. They are precise and accurate statements of student behavior that is fully measurable.

Characteristics of Behavioral Objectives

The basic purpose of the career education curriculum is to prepare handicapped students by the twelfth grade to successfully enter the job market with the skills necessary to perform in a selected career area. To ensure that the program will focus on helping each student achieve the minimum knowledge and skill necessary to successfully enter the job market, the educational objectives should be restated in behavioral terms.

Stating the objectives in behavioral terms will eliminate the possibility of leaving learning to chance and will help each student attain maximum benefits from the instructional program. Objectives stated in behavioral terms provide the necessary criteria for judging the relevance of course content and help in choosing and organizing effective teaching methods and materials. Behavioral objectives also provide the basis for accurately assessing student achievement.

The benefits of stating instructional objectives in precise, relevant terms that describe student behavior after instruction include the following:

1. Suitable learning activities and evaluation procedures are selected for the student since the teacher knows precisely what behavior he wants the student to achieve.

2. Because behavioral objectives are stated specifically, the teacher and other observers can decide how adequate the instructional objectives are.

3. Behavioral objectives are communicated to the student in advance of instruction, so the student knows precisely what is expected of him.

4. Finally, a behavioral objective

approach enables the teacher to evaluate instruction in terms of whether or not the student actually learned.

Differences Between Educational Objectives and Behavioral Objectives

Educational objectives and behavioral objectives are both statements of desired behavior; however, they differ in the required amount of specificity. Educational objectives are general statements that describe what education is intended to accomplish and have value as long as the objectives are interpreted by each teacher in the same manner. Behavioral objectives, on the other hand, state an observable student performance and can be interpreted in only one way. A behavioral objective is defined as a precise and accurate statement describing the behavior expected of the student as a result of instruction.

DEVELOPING BEHAVIORAL OBJECTIVES

Learning to write behaviorally stated instructional objectives is a very essential and critical task, but one which is more difficult than might first appear. If any member of the curriculum committee is not familiar with the process, or if classroom teachers are intended to develop the behavioral objectives, a "how to" workshop should be developed. A more detailed explanation of a career education workshop is presented in Chapter 8 of this guide.

Components of a Behavioral Objective

There are three basic components of a behavioral objective: the terminal behavior, test conditions, and standards. These components can be written as questions, so as to read:

1. What will the student BE ABLE TO DO after completing the learning activity?
2. What are the CONDITIONS under which the student will do it?
3. How will I RECOGNIZE success?

The Terminal Behavior

Basically, a terminal behavior is that part of a learning objective that describes the observable behavior a student should be able to exhibit after instruction. It is helpful to remember when identifying a terminal behavior for an instructional objective that the developer must describe an intended outcome rather than give a description or summary of instructional content. To be useful, an objective should be stated in behavioral or performance terms that define what the student will do to demonstrate his achievement of the objective.

To describe a terminal behavior, ambiguous words need to be stated as action verbs. Action verbs are those words that communicate precisely what you expect the student to be able to do; they describe actions that can be observed and recorded.

EXAMPLES OF AMBIGUOUS AND ACTION VERBS

Ambiguous Words	Action Verbs
Aware	Identify
Appreciate	Select
Develop	Assemble
Learn	Discriminate
Determine	Solve
Understand	List
Know	Choose

The Conditions

The conditions of an instructional objective describe the situation in which the student will be required to demonstrate the terminal behavior. In other words, these are the test conditions. In writing the conditions for an objective, you must be aware of the three general types of conditions that will affect performance on a test. You must first consider what aids or tools the student will be permitted to use, if any. Secondly, consider whether any restrictions will be placed on the student such as time limits or the restriction of one of his senses; and, finally, consider how the test will be administered, e.g., verbally, videotaped, paper and pencil.

The Performance Standard

The performance standard is the third component of a learning objective and can be defined as that part of the objective that states the minimal level of performance which will be accepted as evidence that the student has achieved the objective.

Examples of statements reflecting performance standards are:

1. "Based on our discussion in class..."
2. "Nine of the ten questions must be answered correctly."
3. "Within fifteen minutes, solve the problem as presented in your test..."

You can use the following steps to write an objective in behavioral terms:

First, identify the terminal behavior. Specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective.

Second, further define the behavior by describing the important conditions under which the behavior will be expected to occur.

Third, describe the criteria of acceptable performance by specifying how well the learner must perform.

Remember, when writing a behavioral objective, it should be your intent to develop a precise statement that excludes the greatest number of possible alternatives to your goal. Your student's interpretation and achievement of the objective will be the best test of your success.

EDUCATIONAL OBJECTIVES

In the following section educational objectives are presented for each phase of the career education program. Under each phase is a goal and rationale statement followed by a listing of the educational objectives. Several sub-objectives have been written for each educational objective and are numbered consecutively. Thus, sub-objective 1.1.1 relates to educational objective 1.1, while objective 1.2.4 relates to objective 1.2. Notes have also been included throughout this section to emphasize particular points of importance.

It should be noted that the educational objectives listed in the following sections are presented only as examples. Further validation and field testing should be conducted before they are used on a widespread scale. The educational objectives listed are quite broad in scope and in some cases use ambiguous verbs that are inappropriate for stating objectives in behavioral terms. The educational objectives were purposefully written in broad terms to allow maximum flexibility for use with numerous disabilities.

As you begin to read the educational objectives for the different phases of the career education program, keep in mind that many of these objectives would best be integrated into the existing course curriculum. On the other hand, you will also find that some of the objectives will require major alterations of the existing curriculum and would best be presented as separate units. In Chapter 4, you will find suggested approaches for developing career education units for handicapped students at different grade levels.

Awareness Phase - Level 1

Unit: I LEARN ABOUT WORK

Goal: To stimulate an interest in and make each child aware of his immediate environment as it relates to work.

Rationale: When introducing career education to your students in kindergarten and first grade, it is important to help your students begin to develop an awareness of the basic concepts of work and the relationship of these concepts to and their affect on individuals in their immediate environment.

Educational Objectives:

1.1

Self-awareness - To help each student through career education to better understand himself and to make accurate assessments of himself so that he can make an appropriate, but not limited, career choice.

Note:
Initially, it is essential for each child, regardless of his handicap, to begin developing a positive, but accurate, view of himself and to possess knowledge essential to performing adequately. A career education approach should strive through world of work activities to help the student:

1.1.1 To develop a self-identity which reflects an awareness of his uniqueness as an individual

1.1.2 To develop a sense of personal dignity

1.1.3 To develop appropriate body concepts

1.1.4 To learn to become responsible for his actions

1.1.5 To become aware that he has certain assets and limitations

1.1.6 To develop the ability to evaluate himself and his actions

1.1.7 To identify his role at home and at school

1.1.8 To learn personal information about himself essential to performing daily activities

1.2

Work Concepts - To help each student acquire basic knowledge and concepts needed as prerequisites for successful career preparation and for successful entrance into the job market.

Note:
It is important at this stage in the child's development to help each student develop an understanding of work as it affects him and those adults and peers with whom he comes into direct contact. It is, therefore, important that career education units be designed to help each student:

1.2.1 To realize the dignity and value of the work performed by him and members of his family

1.2.2 To understand and appreciate his own and his family's work effort

1.2.3 To develop a sense of the importance of maintaining a proper balance of work and leisure in his life

1.2.4 To develop an awareness of the influence work has on him and his family with regard to such personal factors as working hours, place of residence, and use of leisure time

1.3

Socialization - To help each student understand the importance of developing meaningful relationships with other people and the effect personal relationships with other people have on career choices and career success and satisfaction.

Note:
The area of socialization is critical to the development of all individuals and is especially vital for the handicapped child. Many disabled children have not experienced normal relationships with peers and adults because of their handicaps. It has also been pointed out many times that poor socialization skills often impair on-the-job performance of disabled individuals. For this reason, a career education program for the handicapped should include the development of socialization skills, and at this grade level the program should be designed to help each student:

1.3.1 To develop basic personal health habits and become aware that his physical state has an effect on the way people respond to him and how he responds to others

1.3.2 To develop an understanding that his self-respect has an effect on how he feels about others and how others in turn feel about him

1.3.3 To develop a respect and appreciation for the members of his family and the work that they do

1.3.4 To become aware of the interdependence and interaction of people in his immediate environment in their work activities

1.3.5 To become aware of the rights and feelings of others and to show consideration for them

1.3.6 To identify the social and academic skills needed for him to perform various jobs at home and at school

1.3.7 To understand the importance of working within the social structure at home and at school

1.4

Job Knowledge and Skills - To introduce each student to jobs from each of the 15 clusters at different levels of responsibility, and to help him understand the choices available to him, as well as the preparation and job skills necessary to compete successfully for those jobs.

Note:
Children, especially disabled individuals, have too often been relegated to performing only a limited number of jobs based on

societal stereotypes. Through an organized career education program, however, you can broaden each child's job choices and, at the same time, help him to make more intelligent choices about a possible career. The career education movement has stressed that the time to start making the child aware of this information is the time when he enters school. At this level, the program should include information designed to help each student:

1.4.1 To develop an understanding of the importance of basic job skills which remain intact throughout life

1.4.2 To increase his understanding of his role in school and the importance of relating this to a future role in the world of work

1.4.3 To develop an awareness and knowledge of the work done by family members at home

1.4.4 To identify jobs done by people in his immediate environment to earn a living

1.4.5 To increase his knowledge of the roles, responsibilities, and working conditions of careers relating to the school environment

Awareness Phase - Level 2

Unit: I LEARN ABOUT WORKERS IN MY SCHOOL AND COMMUNITY

Goals: To help each student better understand the work done in his community. . .

To help each student become aware of the interrelatedness of all workers. . .and

To introduce to each student the concept of preparing for a career.

Rationale: When introducing career education to your students in grades two and three, it is important to help each child develop an awareness of the basic concepts of work. It is essential for you to develop a program which will help each of your students understand how these concepts affect him and those around him in his ever-expanding community.

Educational Objectives:

2.1

Self-awareness - To help each student through career education to understand himself better and to make accurate assessments of himself so that he can make an appropriate, but not limited, career choice.

Note:
As the child's world begins to grow, he must begin to view himself not as the center of his environment, but as a part

of it. He must begin to understand that each individual has a very unique contribution to make to his community. In order to do this, the child must learn to become responsible both to himself and others. To help each child learn more about himself with regard to the world of work activities, a career education program should be designed to help the student:

2.1.1 To develop a self-identity which reflects an awareness of his uniqueness and the individuality of those with whom he is associated

2.1.2 To develop a sense of personal dignity and a respect for the dignity of others

2.1.3 To develop appropriate body concepts in order to accept personal handicaps and the handicaps of others, and to learn to focus on what can be done

2.1.4 To learn to evaluate and become responsible for his actions

2.1.5 To become aware that each individual has certain assets and limitations

2.1.6 To identify his role with his peers and his role at school

2.1.7 To become aware of the interrelationship of his family, school, and community, and to identify the services they provide

2.1.8 To learn personal information about himself essential to performing adequately in his daily activities

2.2

Work Concepts - To help each student acquire basic knowledge and concepts needed as prerequisites for successful career preparation and for successful entrance into the job market.

Note:
As the child's world continues to expand, he must begin to develop an appreciation and understanding of the importance of all work and the effect it has on his life. In grades two and three, career education units should be designed to help each student:

2.2.1 To realize the importance and value of the work done in his school and community

2.2.2 To understand and appreciate the work effort of school and community workers

2.2.3 To develop a sense of the importance of maintaining a proper balance of work and leisure in his life

2.2.4 To develop an awareness of the influence work has on such personal factors as working hours, a place of residence, and use of leisure time among school and community workers

2.3

Socialization - To help each student understand the importance of developing meaningful relationships with other people and the effect personal relationships have on career choices and career success and satisfaction.

Note:
This is a critical area of development for all individuals, but it is especially vital to emphasize this area if the disabled child is to adjust and mature socially in a manner similar to his peers. Success on the job and in everyday life is so dependent upon an individual's ability to interact appropriately with others that a career education program for all grades should emphasize socialization. During the second and third grade level, a program should be geared toward helping each student:

2.3.1 To develop basic personal health habits and become aware that his physical state has an effect on the way people respond to him and how he responds to others

2.3.2 To develop an understanding that his self-respect has an effect on how he feels about others and how others in turn feel about him

2.3.3 To develop a respect and appreciation for the other members of the class and also members in the community and the work that each does

2.3.4 To become aware of the interdependence and interaction of peer groups and workers in the community

2.3.5 To become aware of the rights and feelings of others and to show consideration for them

2.3.6 To identify the social and academic skills needed to perform various jobs at school and in the community

2.3.7 To understand the importance of working within the social structure of the school and community

2.4

Job Knowledge and Skills - To introduce each student to jobs from each of the 15 clusters at different levels of responsibility, and to help him understand the choices available to him, as well as the preparation and job skills necessary to compete successfully for those jobs.

Note:
Children, especially disabled individuals, have too often been relegated to performing only a limited number of jobs, based on societal stereotypes. Through an organized career education program, however, you can broaden each child's job choices and at the same time, help him to make more intelligent choices about a possible career. Career education is a continuing process that should begin when a child enters school and continue throughout his school experience. At this level of development, a career education program should strive to help each student:

2.4.1 To develop an understanding of the importance of basic job skills which are applicable to all jobs

2.4.2 To understand the importance of school and the role it will play in preparing him for a future career role

2.4.3 To develop an awareness and appreciation of the work performed by school and community workers

2.4.4 To identify jobs which people in the child's school and community environment perform in order to earn a living

2.4.5 To increase his knowledge of the roles, responsibilities, and working conditions of careers in the school and community environment

2.4.6 To understand that special skills and competencies are needed for different jobs

Awareness Phase - Level 3

Unit: WE LEARN ABOUT THE WORLD OF WORK

Goal: To make each child aware that a global community exists and that the work of this global community affects his life and his environment.

Rationale: As your students start to mature and develop, they should begin to show an awareness and understanding of the interrelationship and interdependency of all work starting with a very limited, self-centered view and progressing to a very broad, global view. The approach used to develop this career education program has been quite simple and direct. It started with each individual student at a point in the center with his experiences and environment continually spiralling outward and upward. Now at this stage of development, the program should evolve around that outermost rim and begin channeling and making inroads back to the student, but this time with a broader and more global view of the world around him.

Educational Objectives:

3.1

Self-awareness - To help each student through career education to understand himself better and to make accurate assessments of himself so that he can make an

appropriate, but not limited, career choice.

Note:
As the child's world continues to grow, he needs to become aware of how it affects him both in his career choices and his career goals. He should realize that he should maintain his own individual identity and respect the right of others to do the same, thus eliminating many of the stereotypes harbored by society. During the fourth and fifth grades, a career education self-awareness unit should aim to help each student:

3.1.1 To develop a self-identity which reflects an awareness of his uniqueness as an individual and the uniqueness of every individual in the world

3.1.2 To develop a sense of personal dignity and a respect for the dignity of others

3.1.3 To develop appropriate body concepts in order to accept personal handicaps and the handicaps of others and to distinguish between a handicap and a disability

3.1.4 To learn to evaluate and become responsible for his actions and their effect on others, even those with whom he does not have direct contact (global)

3.1.5 To identify his assets and limitations

3.1.6 To identify his role in the expanded global community

3.1.7 To become aware of the interrelationship of people in the global community

3.2

Work Concepts - To help each student acquire basic knowledge and concepts needed as prerequisites for successful career preparation and for successful entrance into the job market.

Note:
As the child's world continues to expand, he must begin to develop an appreciation and understanding of the importance of all work and the effect it has and will have on his life. In grades four and five, career education units should be designed to help each student:

3.2.1 To realize the dignity and value of the work done in the global community

3.2.2 To increase his understanding and appreciation of the work effort performed by workers throughout the world and how it relates to him

3.2.3 To develop an awareness of the importance for each individual to prepare himself to enter the world in an area of interest that will provide him with sufficient challenge, reward, and enjoyment

3.2.4 To develop a sense of the importance of maintaining a proper balance of work and leisure in his life

3.2.5 To identify the influences work has on such personal factors as working hours, place of residence, and use

of leisure time within the global community

3.3

Socialization - To help each student understand the importance of developing meaningful relationships with other people and the effect personal relationships have on career choices and career success and satisfaction.

Note:
This is a critical area of development for all individuals, but it is especially vital to emphasize this area if the disabled child is to adjust and mature socially in a manner similar to his peers. Success on the job and in everyday life is so dependent upon an individual's ability to interact appropriately with others that a career education program for all grades should emphasize socialization. During the fourth and fifth grade level, a program should be geared toward helping each student:

3.3.1 To develop basic personal health habits and an awareness of the effect that his physical state has on the way people respond to him and how he responds to others

3.3.2 To develop an understanding that his self-respect has an effect on how he feels about others and how they in turn feel about him

3.3.3 To develop a respect and appreciation for others and the work they do

3.3.4 To become aware of the interdependence and interaction of all people in their work activities

3.3.5 To become aware of the rights and feelings of others and to show consideration for them

3.3.6 To identify the social and academic skills needed to perform all work

3.3.7 To understand the importance of working within the social structure of the world

3.4

Job Knowledge and Skills - To introduce each student to jobs from each of the 15 job clusters at different levels of responsibility and to help him understand the choices available to him, as well as the preparation and job skills necessary to compete successfully for those jobs.

Note:
Children, especially disabled individuals, have too often been relegated to performing only a limited number of jobs based on societal stereotypes. Through an organized career education program, however, you can broaden each child's career choices and, at the same time, help him to make more intelligent choices about a possible career. Career education is a continuing process that should begin when a child enters school and continue throughout his school experience. At this level of development, a career education program should strive to help each student:

3.4.1 To develop an understanding of the importance of basic job skills which are applicable to all careers

3.4.2 To understand the importance of school and the role it will play in preparing him for a future career role

3.4.3 To develop an awareness and appreciation of the work performed by all workers and the effect this has on him

3.4.4 To broaden his knowledge of the roles, responsibilities, and working conditions of occupations around the world

3.4.5 To identify careers pursued by people around the world

3.4.6 To understand that special skills and competencies are needed for different careers

Orientation Phase

Unit: EXPLORING MY FUTURE CAREER

Goal: To make students aware of the necessity for career planning and to provide them with the basic tools for making valid career decisions.

Rationale: During the career orientation phase, it is important for students to acquire an understanding of their own work interests, abilities, and values and a knowledge of careers within the fifteen career clusters, so that by the time they enter the career exploration phase they are able to appropriately narrow their career choices. It is also important that they gain an awareness of the process of self-assessment, so that in the future, as changes in interests, abilities, and the job market occur, they are prepared to independently make other career decisions.

Educational Objectives:

4.1

Self-awareness - To help each student through career education to understand himself better and to make accurate assessments of himself so that he can make an appropriate, but not limited, career choice.

Note:
As a first step in planning for a career or making a career decision, a

person must be able to make an accurate assessment of his own interests, abilities, and values. This unit, therefore, is designed for the student:

4.1.1 To become aware of his own abilities

4.1.1.1 To know what is meant by "abilities"

4.1.1.2 To describe himself in terms of his abilities (e.g., scholastic, art, music, sports, social, leadership)

4.1.2 To become aware of his own values

4.1.2.1 To describe what is meant by "values"

4.1.2.2 To express the value (importance) of selected activities to him

4.1.2.3 To recognize factors and people which influence his values

4.1.3 To become aware of his own interests

4.1.3.1 To understand what is meant by "interests"

4.1.3.2 To define areas of personal interests

4.1.3.3 To understand how his abilities and values influence his interests

4.1.4 To become aware of his own personality

4.1.4.1 To define the term "personality"

4.1.4.2 To identify personality characteristics of others that make them attractive

4.1.4.3 To identify personality characteristics in himself that make him attractive to others

4.1.5 To understand the process of development

4.1.5.1 To know what is meant by the term "development"

4.1.5.2 To understand that interests, abilities, values, and personality characteristics may change as a result of growth, learning, and new experiences (development)

4.1.5.3 To give examples of his own development

4.1.5.4 To display an understanding that individuals have control over their personal development and are responsible for that development

4.1.6 To display new self-perceptions and understanding

4.1.6.1 To recognize his assets and to accept his limitations

4.1.6.2 To understand his uniqueness as an individual, as well as the uniqueness of others

4.1.6.3 To identify areas of interest and personality characteristics which he would like to develop

4.1.6.4 To propose ways in which the desired development could be accomplished

4.2

Work Concepts - To help each student acquire basic knowledge and concepts needed as prerequisites for successful career preparation and for successful entrance into the job market.

Note:
During this phase, the students should be helped to understand the rationale for work and the general characteristics of work. Emphasis should be placed on the development of positive attitudes toward work and the development of the concept that all individuals need to plan and prepare for a career. At this point, the student should be helped:

4.2.1 To define "work"

4.2.1.1 To differentiate between the different types of activities which make up an individual's life (work, leisure, and maintenance activities)

4.2.1.2 To recognize that performance and participation in school are a student's work

4.2.2 To understand that people engage in work for a variety of reasons

4.2.2.1 To recognize that work satisfies an individual's economic needs

4.2.2.2 To recognize that work can satisfy an individual's psychological needs (independence, success, accomplishment, outlet for energy)

4.2.2.3 To recognize that work can satisfy an individual's social needs

4.2.2.4 To recognize that different kinds of work satisfy different needs for different people

4.2.3 To understand that work also satisfies the needs of society

4.2.3.1 To identify the societal needs met by selected workers

4.2.3.2 To recognize that all workers contribute in some way to the maintenance and growth of society

4.2.3.3 To understand that all individuals are responsible for the maintenance and growth of society

4.2.4 To understand the importance of adequately preparing for a career

4.2.4.1 To demonstrate a knowledge of the different levels of responsibility associated with various work roles

4.2.4.2 To understand that careers at different levels of responsibility require varying degrees and types of educational preparation

4.2.4.3 To explain the relationship between education and training

and levels of responsibility

4.2.4.4 To explain the relationship between level of responsibility and income

4.2.4.5 To identify the effect of level of education or training on ability to compete in the job market and success on the job

4.3

Socialization - To help each student understand the importance of developing meaningful relationships with other people and the effect personal relationships have on career choices and career success and satisfaction.

Note:
The interdependence of people in all life situations, particularly in the work setting, is emphasized during this phase. The student should be helped to become more aware of his "social self" and the effect that his relationship with others will have on his career choice and his success at work. At this level, the student should be helped:

4.3.1 To understand the effect of different types of behavior on others

4.3.1.1 To identify ways others relate to him and how it makes him feel

4.3.1.2 To characterize his own behavior in specified situations and analyze how it affects others

4.3.1.3 To recognize that how he treats others usually determines how others will treat him

4.3.2 To understand the interdependence of workers

4.3.2.1 To demonstrate how work roles are interrelated

4.3.2.2 To describe the different types of relationships which exist in the work situation

4.3.2.3 To recognize that different jobs require different degrees of contact with other people

4.3.3 To understand the social roles and demands required for successful performance in a work situation

4.3.3.1 To describe behaviors which would be acceptable and unacceptable in various work situations

4.3.3.2 To understand the importance of effective communications in a group-oriented work setting

4.4

Job Knowledge and Skills - To introduce each student to jobs from each of the 15 clusters at different levels of responsibility, and to help him understand the choices available to him, as well as the preparation and job skills necessary to compete successfully for those jobs.

Note:
At this level, the child should be exposed to career options in all of the 15 job clusters. At the same time, he should be made aware of the systematic

process involved in selecting a career and should be helped:

4.4.1 To understand the importance of early career planning

4.4.1.1 To recognize the fact that preparation for a career is an ongoing, continuously patterned process

4.4.1.2 To describe the consequences of not planning and preparing for a career

4.4.1.3 To understand the difference between a job and a career

4.4.1.4 To recognize that it is better to select a career rather than a specific job to prepare for

4.4.2 To understand the process of making a career choice

4.4.2.1 To identify the steps of the decision-making process

4.4.2.2 To recognize that self-evaluation is a necessary element in career decision-making

4.4.2.3 To identify the personal factors which need to be considered in making a career decision (interests, abilities, and physical characteristics)

4.4.2.4 To recognize that past experiences influence a career choice (e.g., hobbies, volunteer work, contact with different careers, school success)

4.4.2.5 To recognize that occupational information influences a career choice

4.4.2.6 To identify sources for occupational information and how to use the resources quickly and accurately

4.4.3 To identify factors which should be known about careers when making a career decision

4.4.3.1 To identify basic elements included in a good job description (opportunities, areas of work, skills required, training or education needed, tasks performed, salary range, working conditions, advantages, job ladders)

4.4.3.2 To understand that economic and social trends are important aspects of occupational information

4.4.3.3 To understand that certain jobs have vertical and horizontal relationships (job ladder concept)

4.4.3.4 To understand the importance of knowing the demands as well as rewards of jobs and careers

4.4.4 To attain a working knowledge of a variety of jobs in each of the 15 career clusters

4.4.4.1 To identify general characteristics of the 15 career clusters

4.4.4.2 To classify careers into their appropriate cluster

4.4.4.3 To list and describe opportunities available for specified jobs

4.4.4.4 To describe the qualifications necessary for specified careers

4.4.4.5 To describe the tasks performed by specified workers

4.4.4.6 To demonstrate a knowledge of the skills and extent of preparation required for entry into certain job areas

4.4.4.7 To describe the areas of work in which a person can earn a living if he possesses specified skills

4.4.4.8 To engage in a wide range of occupationally related activities for the purpose of developing an awareness of occupational interests and skills

4.4.5 To formulate a tentative career plan

4.4.5.1 To formulate his own criteria for choice of a career and to list components of his desired career

4.4.5.2 To identify major obstacles or impediments which may affect his progress toward his career goal

4.4.5.3 To describe means of coping with these obstacles

Exploration Phase

Unit: EXPLORING MY FUTURE CAREER

Goal: To provide students with the basic knowledge (through search, experimentation, and investigation) for making a valid career decision in order to complete a viable career plan.

Rationale: The exploration phase is characterized by a more purposeful and intensive search of selected career clusters. The students are provided the opportunity to expand and refine concepts developed at earlier stages and to use this information to formulate a realistic career plan for themselves. They are asked to further explore and test career decisions made at the end of the orientation phase and to limit their occupational interests for the purpose of formulating a more precise career hypothesis. The results of this stage will have considerable impact on students' future curricula and preparation for future careers.

Educational Objectives:

5.1

Self-awareness - To help each student through career education to understand himself better and to make accurate assessments of himself so that he can make an appropriate, but not limited,

career choice.

Note:
The objectives in this area should focus on helping the students develop more specific realizations about themselves. Concepts which have been introduced during earlier stages should assess their interests, abilities, and value systems in terms of future career roles. At this stage, the student should be helped:

5.1.1 To know his own abilities

5.1.1.1 To describe himself in terms of his abilities (e.g., scholastic, art, music, sports, social, leadership)

5.1.1.2 To evaluate himself in terms of the abilities he needs to successfully perform on the job

5.1.2 To be aware of his own values

5.1.2.1 To express the value (importance) of selected activities to him

5.1.2.2 To recognize factors and people which influence values

5.1.2.3 To identify ways other people's values affect his career choice

5.1.3 To be able to describe his own interests

5.1.3.1 To define areas of personal interest

5.1.3.2 To understand how his abilities and values influence his interests

5.1.3.3 To understand how his interests affect his career choice

5.1.4 To be aware of his own personality

5.1.4.1 To demonstrate an understanding of the term "personality"

5.1.4.2 To identify personality characteristics of others that make them attractive

5.1.4.3 To describe personality characteristics in himself that make him attractive to others

5.1.4.4 To identify his personality characteristics compatible with selected careers

5.1.5 To demonstrate understanding of the developmental process

5.1.5.1 To understand that interests, abilities, values, and personality characteristics may change as a result of growth, learning, and new experiences (development)

5.1.5.2 To identify examples of his own development

5.1.5.3 To display an understanding that individuals have control over their personal development and are responsible for that development

5.1.5.4 To understand that one's personal development affects

career choice and development

5.1.6 To demonstrate appropriate use of self-perceptions

5.1.6.1 To recognize his assets and to accept limitations that would affect functioning in selected careers

5.1.6.2 To understand his uniqueness as an individual, as well as the uniqueness of others in selecting a career

5.1.6.3 To identify areas of interest and personality characteristics which he feels would be helpful for selected careers

5.1.6.4 To propose ways in which the desired development could be accomplished

5.2

Work Concepts - To help each student acquire basic knowledge and concepts needed as prerequisites for successful career preparation and for successful entrance into the job market.

Note:
During this phase, the student should further develop a rationale for work and understand the general characteristics of work. Emphasis should be placed on the development of positive attitudes toward work and on practical application of these concepts. Each student should be taken a step further by not only recognizing the need to plan and prepare for a career, but by actually taking steps to set the process in motion. He should be helped:

5.2.1 To recognize and demonstrate the importance of a balance between work and leisure time in everyday life

5.2.1.1 To differentiate between work and leisure time

5.2.1.2 To explain the importance of a balance between work and leisure time

5.2.1.3 To show an appreciation of leisure time and how it can be used

5.2.1.4 To begin scheduling his work and leisure time to arrive at a proper balance

5.2.1.5 To demonstrate the application of this concept in his everyday life

5.2.1.6 To recognize how this might be applied in a possible future career

5.2.2 To demonstrate an understanding of the reasons people engage in work and recognize how selected careers might satisfy an individual's needs

5.2.2.1 To explain the economics of work in satisfying an individual's needs and wants and identify economic differences between selected careers

5.2.2.2 To identify ways that work in

selected careers satisfies an individual's psychological needs (independence, success, accomplishment, outlet for energy)

5.2.2.3 To identify ways that selected careers can satisfy an individual's social needs

5.2.2.4 To select careers which satisfy an individual's needs and to state reasons for his preference

5.2.3 To demonstrate an understanding of the ways that selected careers satisfy the needs of society

5.2.3.1 To identify the societal needs met by selected careers

5.2.3.2 To recognize ways that workers fr: : selected careers contribute to che maintenance and growth of society

5.2.3.3 To demonstrate an understanding that all individuals are responsible for the maintenance and growth of society

5.2.4 To select a career based upon knowledge of his abilities and educational requirements for a job

5.2.4.1 To demonstrate knowledge of the different levels of responsibility associated with various work roles within a selected career

5.2.4.2 To identify the varying types of educational preparation and degrees required for selected careers at different levels of of responsibility

5.2.4.3 To explain the relationship between education and training and levels of responsibility for selected careers

5.2.4.4 To identify from selected car ers the effect of level of education or training on ability to compete in the job market and success on the job

5.3

Socialization - To help each student understand thc importance of developinc, meaningful relationships with other people and the effect personal relationships have on career choices and career success and satisfaction.

Note:
The interdependence of workers within selected career clusters is emphasized during this phase. The student should be given opportunities to explore and experience his "social self" and the effect that his relationship with others will have on his career choice and his success at work. He should also be given opportunities:

5.3.1 To experience the effect of different types of behavior on others in a sheltered environment

5.3.1.1 To experience different ways people might respond to him in work situations and identify how it makes him feel

5.3.1.2 To characterize his own behavior in specified work situations and analyze how it affects others

5.3.1.3 To demonstrate an understanding that how he responds to others usually determines how others will respond to him

5.3.1.4 To understand the importance of having positive relationships with fellow workers

5.3.2 To demonstrate an understanding of the interdependence of workers within a structured work situation

5.3.2.1 To list ways workers from selected careers must interact in a work situation to accomplish a certain task

5.3.2.2 To describe the different types of relationships which exist between workers in a given work situation

5.3.2.3 To identify differences in degree and types of contact with other people required by different jobs within a career cluster

5.3.2.4 To simulate (i.e., experience, role play) the social interaction involved in different types of jobs within a career cluster

5.3.3 To demonstrate an understanding of the social roles and demands required for successful performance in work situations illustrative of selected career clusters

5.3.3.1 To identify behaviors which would be acceptable and unacceptable in various work situations from selected career clusters

5.3.3.2 To identify jobs from selected career clusters where communication in a group-oriented work setting is essential

5.3.3.3 To identify jobs from selected career clusters where communication in a group-oriented work setting is secondary

5.3.3.4 To select those jobs from a selected career cluster which best suit his abilities to interact and communicate with other workers

5.4

Job Knowledge and Skills - To introduce each student to jobs from each of the 15 clusters at different levels of responsibility, and to help him understand the choices available to him, as well as the preparation and job skills necessary to compete successfully for those jobs.

Note:
At this level, the student can select from zero to eight career clusters to explore during a two-year period. For most handicapped students, who will probably be preparing for entry level positions, it is recommended that they choose four career clusters to explore during the ninth grade. The career clusters they explore should be chosen through the systematic process

developed during the orientation phase. The purpose of the exploration phase is to help the student make an appropriate career choice and plan a supportive school curriculum for the next three years. (Objectives 5.4.1 through 5.4.4 are prerequisite objectives which must be completed before a student enters the Exploration Phase.) At this stage, the student should be helped:

5.4.1 To understand the importance of early career planning

5.4.1.1 To recognize the fact that preparation for a career is an ongoing, continuously patterned process

5.4.1.2 To describe the consequences of not planning and preparing for a career

5.4.1.3 To recognize that it is better to select a career rather than a specific job to prepare for

5.4.2 To understand the process of making a career decision

5.4.2.1 To know and demonstrate an understanding of the decision-making process

5.4.2.2 To recognize that self-evaluation is a necessary element in career decision-making

5.4.2.3 To identify the personal factors which need to be considered in making a career decision (interests, abilities, values, personality, social abilities, and physical characteristics)

5.4.2.4 To recognize that past experiences influence a career choice (e.g., hobbies, volunteer work, contact with different careers, social success)

5.4.2.5 To recognize that occupational information influences a career choice

5.4.2.6 To identify sources for occupational information and how to use the resources quickly and accurately

5.4.3 To identify factors which should be known about careers when making a career decision

5.4.3.1 To identify basic elements included in a good job description (opportunities, areas of work, skills required, training or education needed, tasks performed, salary range, working conditions, advantages and disadvantages, job ladders)

5.4.3.2 To understand that economic and social trends are important aspects of occupational information

5.4.3.3 To understand that certain jobs have vertical and horizontal relationships (job ladder concept)

5.4.3.4 To understand the importance of knowing the demands as well as rewards of jobs and careers

5.4.4 To formulate a career plan

5.4.4.1 To formulate his own criteria for choice of a career and to list components of his desired career

5.4.4.2 To identify major obstacles or impediments which may affect his progress toward his career goal

5.4.4.3 To describe means of coping with these obstacles

5.4.4.4 To select one career cluster and preferred career that the student feels is his best choice for entering the world of work

5.4.5 To select a career based on working knowledge of careers from selected career clusters

5.4.5.1 To identify general characteristics of careers from selected career clusters

5.4.5.2 To classify careers into their appropriate subclusters

5.4.5.3 To list and describe opportunities available for specified jobs

5.4.5.4 To describe the qualifications necessary for specified careers

5.4.5.5 To describe the tasks performed by specified workers

5.4.5.6 To demonstrate a knowledge of the skills and extent of preparation required for entry into certain job areas

5.4.5.7 To explore through field trips, interviews, and simulated activities conditions of careers from selected career clusters

5.4.5.8 To engage in occupationally related activities for the purpose of further exploring an occupation to see if the student has the interests, skills, and aptitudes for selected careers

5.4.6 To develop skills supportive of and basic to entering the world of work

5.4.6.1 To develop communication skills for vocational usage such as proper use of phone, interviewing, writing letters, and filling out forms

5.4.6.2 To know the process for finding and securing a job

5.4.6.3 To demonstrate an understanding of the monetary considerations of a job (net and gross pay, fringe benefits, taxes, expenses)

5.4.6.4 To know what is expected of a worker on the job to adequately perform the work (able to plan for adequate transportation, conscious of safety precautions, prompt, able to follow directions, responsible)

5.4.6.5 To be aware of community-based vocational services

5.4.6.6 To secure information for the future on how to continue

education or training

5.4.7 To select and pursue a curriculum that is consistent with a selected career that satisfies individual needs

5.4.7.1 To identify and select course work compatible with educational requirements and career hypothesis

5.4.7.2 To identify and engage in extra-curricular activities supportive of his career hypothesis

Preparation Phase

Unit: PREPARING TO ENTER THE WORLD OF WORK

Goal: To develop the skills and knowledge necessary for effective functioning in a chosen career area and to provide the student with the opportunity to test the validity of his career hypothesis and to make necessary adjustments.

Rationale: The objectives at this phase of development should focus on acquiring the essential skills and knowledge the student will need to function effectively in a selected career area. The curriculum must be designed to allow the student ample opportunity to realistically assess his career hypothesis and must be flexible enough to accommodate change in the student's career plan.

It is essential that, during the career preparation phase, the instructional material be presented to the student from the context of a total life cycle. The curriculum should present an integrated picture of how one's career, leisure, and life style interact to affect one another.

Educational Objectives:

6.1

Self-awareness - To help each student through career education to understand himself better and to make accurate assessments of himself so that he can make an appropriate, but not limited, career choice.

Note:
The objective in this area is to help the student test generalizations he holds about himself. Concepts about oneself and a future career have become internalized by this stage of development; however, the student needs to be given the opportunity to test his interests, abilities, and value systems in terms of selected career areas. At this level, the student should be helped:

6.1.1 To assess his abilities in terms of a future career role

6.1.1.1 To describe himself in terms of his abilities as they relate to a selected career area

6.1.1.2 To test his abilities through actual performance of the duties of a selected career

6.1.1.3 To evaluate himself in terms of his abilities and his successful performance on the job

6.1.2 To be aware of his own values and how they may affect his career choice

6.1.2.1 To express the value of selected activities in relation to his life style

6.1.2.2 To know how his values may affect his career choice

6.1.2.3 To determine whether or not his value system is compatible with his career choice

6.1.3 To determine whether or not his interests are compatible with his career choice

6.1.3.1 To understand how his interests affect his career choice

6.1.3.2 To identify his interests that are compatible with career areas

6.1.3.3 To test his interests against a career choice

6.1.4 To determine whether or not his personality is suitable to his career choice

6.1.4.1 To demonstrate an understanding of his personality

6.1.4.2 To identify his personality characteristics compatible with selected careers

6.1.4.3 To assess his selected career based on his personality characteristics

6.1.5 To demonstrate understanding of the developmental process as it is affected by career experiences

6.1.5.1 To understand that interests, abilities, values, and personality characteristics may change as a result of growth, learning, and new experiences (development)

6.1.5.2 To identify examples of his own development

6.1.5.3 To display an understanding that individuals have control over their personal development and are responsible for that development

6.1.5.4 To identify changes in an individual's personal development as affected by career experiences

6.1.6 To demonstrate appropriate use of his self-perceptions

6.1.6.1 To identify his assets and to accept limitations that affect his performance in a selected career area

6.1.6.2 To identify his unique contributions, as well as the contributions of others, in a selected career area

6.1.6.3 To identify areas of interest and personality characteristics which he feels are helpful in his selected area

6.2

Work Concepts - To help each student acquire basic knowledge and concepts needed as prerequisites for successful career preparation and for successful entrance into the job market.

Note:
During this phase, the student should test his rationale for work and apply general work characteristics learned in earlier phases to a work milieu. Emphasis should continue to be placed on developing positive attitudes toward work and application of these concepts in practical and realistic situations. The student needs opportunities at this point:

6.2.1 To recognize and demonstrate the importance of a balance between work and leisure time in everyday life

6.2.1.1 To explain the importance of a balance between work and leisure time

6.2.1.2 To begin scheduling his work and leisure time to arrive at a proper balance

6.2.1.3 To recognize how this might be applied in his selected career area

6.2.1.4 To demonstrate the application of this concept in his everyday life

6.2.2 To demonstrate an understanding of how the student's selected career area can satisfy his needs

6.2.2.1 To explain the economics of work in satisfying his needs and wants and to identify economic differences between selected occupations in his career area

6.2.2.2 To identify ways that work in his selected career area will satisfy personal psychological needs

6.2.2.3 To identify ways that selected careers can satisfy his social

needs

6.2.3 To demonstrate an understanding of the ways that the student's selected career area satisfies the needs of society

6.2.3.1 To recognize ways that he can contribute to the maintenance and growth of society through his selected career area

6.2.3.2 To demonstrate in school and in practical work situations a responsible attitude toward the maintenance and growth of society

6.2.4 To develop an understanding of basic processes of the manpower market

6.2.4.1 To develop the ability to analyze the effect that supply and demand have on the manpower market

6.2.4.2 To identify major trends in the labor force and manpower market

6.2.4.3 To identify basic causes of individual unemployment

6.2.4.4 To understand the concept of and reasons for a back-up career

6.2.4.5 To identify the supply and demand needs of the student's selected career area

6.2.5 To explore career mobility within a selected career area based upon educational requirements, the student's abilities, and other regulations and restrictions

6.2.5.1 To identify different levels of responsibility associated with various work roles within a selected career

6.2.5.2 To identify varying types of educational preparation and degrees required at different levels of responsibility for careers within the student's selected career area

6.2.5.3 To explain the relationship between education and training and levels of responsibility for careers within the student's selected career area

6.2.5.4 To identify regulations and restrictions of careers within the student's selected career area

6.2.5.5 To identify for various careers in the selected career area the effect that level of education or training has on ability to compete in the job market and success on the job

6.3

Socialization - To help each student understand the importance of developing meaningful relationships with other people and the effect personal relationships have on career choices and career success and satisfaction.

Note:
The interdependence of workers within a student's selected career cluster is

emphasized during this phase. The student should be given ample opportunity to explore and experience his "social self" in a realistic job situation. The student should develop a firsthand understanding of the social relationships which will be required to successfully function in jobs of the selected career cluster. At this point, he needs opportunities:

6.3.1 To experience the effect of different types of behavior on others (i.e., co-workers) in a sheltered work environment

6.3.1.1 To experience different ways people respond to him in work situations and identify how this makes him feel

6.3.1.2 To understand the importance of having positive relationships with fellow workers

6.3.2 To demonstrate an understanding of the interdependence of workers in a structured work situation

6.3.2.1 To list ways workers from careers in the student's selected career area must interact in a work situation to accomplish a certain task

6.3.2.2 To describe the different types of relationships which exist between workers in the student's selected career area in given work situations

6.3.2.3 To identify differences in degree and type of contact with other people required by different jobs within the student's career area

6.3.2.4 To experience the social interaction of a career within the career area selected by the student

6.3.3 To demonstrate an understanding of the social roles and demands required for successful performance in given work situations of a career within the career area selected by the student

6.3.3.1 To identify behavior which would be acceptable and unacceptable in various work situations from the student's selected career area

6.3.3.2 To select those jobs from a selected career cluster which best suit the student's abilities to interact and communicate with others

6.3.3.3 To demonstrate his ability to interact and communicate with others so as to successfully perform in a selected job

6.3.3.4 To understand the meaning of employee/employer relationships

6.4

Job Knowledge and Skills - To introduce each student to jobs from each of the 15 clusters at different levels of responsibility, and to help him understand the choices available to him, as well as the preparation and job skills

necessary to compete successfully for those jobs.

Note:
The objectives for this phase of development are written for those students who have elected to prepare for entry level positions upon graduation from the twelfth grade. The student's course work will reflect an increasing emphasis on actual work training; however, this will not be emphasized to the exclusion of developing skills essential to helping the student achieve his maximum potential. The career education curriculum will continue to emphasize helping the student live a personally meaningful, satisfying, and productive life. The student needs opportunities:

6.4.1 To develop skills supportive of and basic to entering a career in the student's selected career area

6.4.1.1 To develop communication skills for vocational usage such as proper use of the phone, interviewing, writing letters, and filling out forms

6.4.1.2 To know the process for finding and securing a job

6.4.1.3 To demonstrate an understanding of the monetary considerations of selected jobs (e.g., net and gross pay, fringe benefits, taxes, expenses)

6.4.1.4 To know what will be expected of him in a selected career to adequately perform the work (e.g., ability to plan for adequate transportation, consciousness of safety precautions, promptness, ability to follow directions)

6.4.1.5 To know the restrictions and requirements for selected careers (e.g., health requirements, licenses, union membership, education or training)

6.4.1.6 To be aware of community-based vocational services

6.4.1.7 To secure information for the future to provide for job mobility

6.4.2 To pursue and complete a curriculum that is consistent with a selected career

6.4.2.1 To pursue selected course work compatible with educational requirements and career hypothesis

6.4.2.2 To engage in extracurricular activities supportive of career hypothesis

6.4.2.3 To successfully complete all course work and educational requirements necessary for entering the job market

6.4.3 To successfully demonstrate the ability to cope with the work tasks of a selected career

6.4.3.1 To demonstrate good work habits

6.4.3.2 To demonstrate the ability to follow job instructions

6.4.3.3 To successfully complete work tasks under prescribed conditions

6.4.3.4 To demonstrate the ability to cope with the stress associated with job performance

6.4.4 To demonstrate the ability to obtain initial employment

6.4.4.1 To demonstrate the ability to locate appropriate employment possibilities

6.4.4.2 To complete the job-seeking process (e.g., filling out appropriate forms, interviewing for the position)

6.4.4.3 To evaluate the results and, if necessary, identify the next step in obtaining employment

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CHAPTER 4
Developing Learning Experiences

In the Career Education Model, a helical curriculum approach was adopted to provide a theoretical basis for the development of the educational objectives. The educational objectives must be specified in behavioral terms making their intent suitable to the explicit needs of a particular group of students. After the behavioral objectives have been defined, preparation of the curriculum materials and activities can begin. This chapter is designed to give direction to those individuals responsible for developing the learning experiences.

Two methods of presentation have proven to be successful when implementing the career education behavioral objectives with handicapped students. A learning center unit approach proved to be an excellent mode of presentation for younger, less mature students. It is a method that utilizes a variety of unconventional classroom activities and materials and that develops independent, self-initiated work habits. A second method successfully employed to present the career education curriculum materials was a competency-based instructional (CBI) approach. Competency-based instruction is another approach to learning that stresses individualizing instructional activities. It focuses on specifying acceptable levels of performance essential to successful completion of developmentally sequenced tasks. The approach is a very flexible instructional method. The amount of time and number of steps a student goes through to successfully complete a task are not important, but what is important is that the student completes the task at the level specified in the objective.

In the first section of this chapter a complete description of how and when to develop a learning center is presented. In addition, you will find two example learning center units for the career awareness phase described in the chapter. One was developed for students in the primary grades and is entitled "Career Carnival." The second example, "People Who Work in Parks," was developed to be used with intermediate level students.

The second section of this chapter offers a detailed explanation of competency-based instruction and provides examples of CBI applications. For the career orientation phase, a partial CBI Unit, "Learning About Careers", is included; and there is an overview for a CBI Short-Term Elective for the career exploration phase. Finally, a curriculum overview is provided for senior high students who elect to prepare to enter the job market after grade twelve.

LEARNING CENTERS

The learning center approach is a viable alternative to regular classroom instruction. It is a very versatile medium to use in a classroom designed to meet the needs of handicapped students. When properly designed and applied, learning centers will truly enhance most curricula by presenting subject material in a manner that is highly individualized and tailored to each student's needs. For these reasons, the learning center unit approach has been selected as a viable method for

presenting a comprehensive career awareness and orientation program without drastically altering the existing curriculum.

What Is a Learning Center?

A learning center is a special area in the classroom designed for an individual and/or small groups which contains a compilation of learning activities and resource materials to teach, reinforce, and/or enrich a skill or concept. The learning center is an excellent approach to individualizing learning activities and can be developed for use with students of very diverse abilities.

For optimum effectiveness, learning centers should be developed so that the student is actively involved in the learning experience, using a variety of high interest materials. Learning centers should be developed to meet the needs of each student as an outgrowth of concrete learning experiences. Also, it is essential to design the centers so that each student can work at his own pace through a step-by-step procedure to attain a specified outcome. Learning centers do not require the use of expensive equipment or supplies; however, they do require extensive planning and preparation.

What to Look for in Establishing a Learning Center

Learning centers will vary greatly in their purpose and make-up. The centers can be developed for use by individual students or by groups. Even when used by groups, however, they should be designed to provide for the abilities and interests of each student. Each center should use a variety of approaches to attract attention and stimulate the interest of the students.

When developing a learning center, one should keep in mind:

- that the learning center should contribute to the development of each student;
- that it is necessary to set an appropriate and attainable goal;
- that the center should deal with a significant area of study in which the students are interested;
- that each child must be actively involved;
- that the center's activities should lead each student to achieve higher levels of development by competing with himself rather than with other students;
- that the center's activities should relate to past experiences and lead to future learning experiences;
- that realistic time limits for completion should be set;
- that clear and concise directions must be provided;
- that adequate time should be allowed to introduce the activities to the students;

- that activities which can be engaged in both by small groups of students and by individuals should be available;
- that a multimedia approach can be used to intensify learning activities;
- that each student should be offered choices or alternate learning activities to challenge him;
- that both structured activities and open-ended activities designed to stimulate creativity should be provided;
- that the design of the learning center is dependent upon its purpose and the experiences to be made available to the student;
- that the learning center should offer a variety of activities;
- that the learning center should present activities ranging from simple to difficult.

Choosing a Learning Center Design

Learning centers can be designed for many different uses, depending upon the needs of the students and the methods a teacher feels will best meet the students' needs. Depending on the teacher's knowledge, interests, and time, he may use the learning center concept as the basis for the total curriculum or just to enrich or supplement other activities in the curriculum. There are a number of possible uses for learning centers, and below some of the more obvious applications are listed.

1. Total Learning Environment - Subject matter learning areas or "stations" are used by the teacher to present the entire curriculum by means of individual and small group activities. Teacher-conducted learning activities are kept to a minimum and are only used when the teacher's direct leadership is absolutely necessary.
2. Project Learning Center - The teacher organizes and designs a "project study guide" which features one major problem with many subproblems on which the student can elect to work. The material is programmed so that problems are primarily open-ended and developed in content areas with multi-level activities. To aid in planning and evaluation, each child makes a contract with the teacher.
3. Unit Learning Center - This type of learning center is developed around a central theme or separate subject content and utilizes the organizational format of a unit. Information is presented in an interesting manner that leads the student to a specific goal.
4. Inventory Learning Center - This type of center is primarily used when the students are new to the teacher. The inventory learning center is designed to assess each student's development in subject matter areas and other related areas such as socialization skills and problem-solving ability.
5. Prescriptive or Remedial Learning Center - The prescriptive center results from the inventory center and is usually organized for use before

beginning the daily routine. Materials in the prescriptive center are designed to meet each student's identified needs and to give him time to work intensively on those particular skills. Packaged or teacher-made materials, audio-visual materials, or student tutors can be used.

6. Drill Work Learning Center - There are times when it is necessary to reinforce regular classroom instruction. This type of learning center is equipped with materials for drill work to supplement knowledge and skills presented in classroom lessons.

7. Interest Activity Learning Center - These are centers designed to be used at times during the day when the student has earned free time or needs a change of pace. The activities involved are usually chosen by the student in cooperation with the teacher and may include such things as arts and crafts, games, puzzles, and experiments.

8. Enrichment Activity Learning Center - This type of center is especially useful with students who are fast learners. These centers are designed to augment learning by challenging the student's ability to go beyond classroom instruction.

The type of learning center design that a teacher chooses to use with his students is entirely dependent upon the specific needs of the students.

When developing a learning center, the teacher must first diagnose his students' needs and then define the purpose of the center in terms of those needs. For planning to be effective, the purpose must be expressed in concise terms which are clearly understood by the students. The best way to ensure this understanding is to state the goal and objectives of the center in behavioral terms, as illustrated in Chapter 3.

The use of learning centers in the ongoing curriculum should begin at a slow pace. When a learning center approach is initially used by a teacher or is introduced to a class for the first time, a design should be chosen which supplements the existing curriculum. In other words, the learning center format can be modified to coincide with the existing instructional program. This will enable the teacher to experiment with different types of centers, to experiment with the implications involved in designing and using the centers, and to test the reaction of the students.

A modified learning center unit approach was tested in several special education classrooms with career education materials. The teachers and students found the use of learning center units to be a rewarding and interesting approach to learning about career education. When planning a learning center, the teachers found that they needed to plan more group activities for younger students. Teachers also found that older students needed to be closely supervised when learning to use the centers for individualized activities. Teachers and students both agreed that the learning center units were fun and exciting and stated that they looked forward to using them in the future.

Basic Ingredients for Developing a Learning Center—The Instructional Materials

A teacher's imagination and resourcefulness are necessary ingredients in the development of learning centers. For many teachers, the amount of available time and money may limit alternatives regarding materials to be used in the center. However, the cost of developing a learning center can be minimized when community resources are effectively and creatively utilized.

It is important to use as many different types of materials and as diverse an approach as possible. Multimedia and manipulative materials should be used when possible to attract attention, to stimulate interest, and to better meet the special needs of each student. However, no materials or activities should be used that do not support the overall goal for the learning center.

Some resource materials that should be considered when developing a learning center are:

- Books, pamphlets, magazines, newspapers
- Games
- Programmed materials, prepared kits
- Pictures, photographs, slides
- Records, radio, tape recorders (cartridge audiotapes)
- Filmstrips, transparencies, microfilm
- Movies, television, videotape recorders
- Equipment, models, instruments (manipulative materials)
- Art materials

Also, remember to include field trips and guest speakers.

This list of resources is by no means complete, and each teacher will be able to add more items for use in his classroom. Because the list of available resources is constantly changing and growing, a survey of materials that can be checked out and borrowed from school and community agencies should be made every year.

Special time should be taken by the teacher to learn how to use mechanical and technical devices and to teach the students how to use appropriate appliances to enhance the learning center approach. Consider the value of taping the directions for certain activities so that each student can independently use the information to fit his own needs.

Physical Design and Arrangements

A learning center creates an atmosphere conducive to learning. The center should be designed to encourage active involvement in the learning process; but, at the same time, it should not interfere with other classroom activities. This suggests the very practical matter of considering the physical arrangements of the learning center.

Arranging the classroom environment is an especially important consideration

when working with handicapped students. Ample space is needed for those students with special apparatus, and lighting and acoustics needs must be considered for those students who have visual and/or hearing impairments. For students who are easily distractible, individual learning carrels can be utilized to screen out irrelevant environmental stimuli. The learning centers should be designed to accommodate the needs of the special population by providing as comfortable and attractive a setting as possible. In addition, the centers should permit a free flow of traffic throughout the room with a minimum of disturbance to the other students.

To provide variety within the classroom, learning centers can be sectioned off from one another and each one specifically designed to stimulate certain types of activities. For example, some centers could be designed to encourage talking and provide space for working with friends; others could offer room for active play, or even a quiet place for being alone. The types of activities to be encouraged, as well as the need for labeling, storing, and displaying center materials, must be considered when planning the physical arrangement.

Designing Areas and Spaces

Teacher's Desk--The teacher's desk can be used to store and file materials, to give extra desk top work area, or even to show films to one or two students in the cubicle provided for the chair.

Cloth and Room Dividers--Cloth dividers can be very attractive as well as functional when using them as display areas. The cloth dividers can be hung from the ceiling and anchored by a dowel to the floor. Ready-made dividers such as a doctor's screen can easily be used to make smaller areas out of open space in the classroom.

Cardboard Boxes and Corrugated Strips--Large cardboard boxes can be cut and placed on table tops to make a study or work booth for a child, or strips of corrugated cardboard can be arranged to make a series of small booths for individual work. Each student can use the space to display his work or decorate it to suit his tastes.

Chalkboards, Bulletin Boards, and Closet Doors--Learning center areas can be built around permanent structures; however, it might be necessary to alter the use of the structure. By leaving the door to a closet open, the door can be used to display materials on one side and show a film on the other.

Portable Blackboard, Bookcases, Chart Racks, Tables, File Cabinets, Easels--Portable items have limitless arrangements and uses. A file cabinet can be moved to the center of the room so that its sides can be used for display areas. A bookcase can be placed under a bulletin board so that work materials can be stored adjacent to displayed materials. A portable blackboard can be placed in between a table and a bookcase making two work areas.

Directing the Use of Areas and Materials by Labeling

Footprints and Sign Posts--By making footprints and taping them to the floor, students can be directed from one activity to another; signposts placed at stations along the way have the same effect.

Color Coding--Color code work areas and stations. Color schemes can be used to set moods as well as direct the students from one activity to the next.

Posters, Charts, and Graphs--Use any visual aids which will attract attention and add clarity to the use of the center. Diagrams of where materials should be placed at work areas will help students accept responsibility for returning used materials. Use gimmicks which attract attention such as placing small charts on lamp shades.

Ropes, Tapes, Sandpaper Letters and Shapes--Materials that use another sense other than sight, such as yarn drawings, taped directions, and rope to direct students from one activity to another are excellent means of giving or reinforcing directions.

Storing Equipment and Supplies

Mail and Bottle Boxes--A box that has divided or sectioned off can be used to store materials and student work.

Shoe Holders and Boxes--Commercial shoe holders and shoe boxes are ideal for organizing and storing materials.

Files, Boxes, Bookshelves, and Closets--All permanent storage areas can be organized to meet a special need for a learning center.

Display Areas

Large Boxes, File Drawers, Bookcases, Easels--Many three-dimensional items that are usually placed against a wall can be arranged in a room to take advantage of unused areas.

Wall hangings, Clotheslines, Mobiles--When floor space is minimal, materials can often be attached to the ceiling.

Bulletin Boards, Backdrops--All available wall space can be used to display materials. By placing cloth or cardboard against a wall, an additional and attractive display area can be created.

The following checklist will help determine if the learning center is well-designed and arranged.

___ Is there space to provide for a balance of quiet and active work areas?

___ Are ample work areas provided for independent and group interaction?

___ Have activity areas been labeled with directions explaining the use of the area and its materials?

___ Are materials organized and stored so as to be readily available to the stude...

___ Have spaces been designed to appropriately store and display the student's work?

___ Does the center allow for free-flowing movement throughout the classroom?

___ Is the use of the center disruptive to the other students in the classroom?

___ Is the center attractive and appealing?

___ Does the center work well?

Procedures for Developing a Learning Center

The following is a step-by-step guide to aid you in developing and implementing the learning center approach.

1. Clearly state the rationale for the center. It should be based upon the educational objectives stated in Chapter 3 and should guide you in developing appropriate activities and behavioral objectives for the center. If the purpose for the center is not clearly understood by both you and the students, it needs to be rewritten.

2. Select an eye-catching title, pictures, and objects to provoke interest and motivate the students to get involved in the learning center.

3. Develop learning center activities that will enable the students to achieve the goal of the center. Each activity should incorporate the use of one or more behaviorally stated objectives. The behavioral objectives should reflect minimal performance levels which would indicate individual achievement of the stated objective.

   Choose activities that use a variety of approaches and media. Provide a variety of activity options that will fit the various levels and learning styles of the students.

4. Begin preparing and organizing the activities into a complete and comprehensive learning center. Extra time spent in making the center attractive as well as functional will be rewarded by the benefits received from student participation.

Use a master planning sheet to help pre-plan the learning center. It should include such information as target dates for the completion of tasks and goals; materials, supplies, and equipment needed; physical design and arrangements; and special considerations.

Complete and thorough pre-planning is an essential element when a teacher begins to use a learning center approach and cannot be over-emphasized.

5. When introducing the students to learning centers, stress that centers are designed to make learning an exciting adventure and that each student will begin assuming more responsibility for his learning through the use of centers.

   Giving the students this responsibility is a very slow and gradual process. Work slowly with each student, reinforcing each step that makes him more accountable for his actions. In most classrooms, this will mean that, for a while, many learning center activities will consist of teacher-directed group activities interspersed with self-directed activities.

6. Establish with the students agreed-upon standards of behavior that include what is and what is not acceptable while working at the center. Once established, post and consistently enforce the agree-upon standards.

   Contracts can be used to help students learn to be more accountable for their actions. Another idea to help supervise students working at many different activities is to give each student a tag which he is to post while working at a learning center.

7. When introducing the center for the first time, allow time for practice sessions to help the students learn the mechanics of working at the center.

   Have the children walk through each of the activities to explain the purpose, the work to be done, the rules for using the center, and methods of reporting and recording.

8. Clearly stated and understood behavioral objectives, directions, and record-keeping devices should accompany each activity at the learning center. When the student clearly understands what is expected of him, he can get involved and successfully complete the learning activity.

   At times, students will need assistance while working at the learning center. Design a signal procedure which will not interfere with other classroom activities, but will enable the student working at the center to receive quick and efficient help.

9. Student-teacher checks and conferences are a necessity. Plan for reporting systems and conferences in advance and be sure the students understand their importance and implications.

10. Build evaluation procedures into the learning center. Using a behavioral objective approach will provide valuable information on the appropriateness of activities, but also record informal evaluative comments of the students and personal observations.

11. A culminating activity should be designed as a part of each learning center to signal an end point for the many ongoing activities.

Sample Learning Centers

In this section two sample learning center units for the career awareness phase are presented. The first unit, "Career Carnival" is designed for students in the primary grades while the second unit, "People Who Work in Parks," is designed for intermediate level students. Each unit is divided into a number of enabling activities for which behavioral objectives, instructional activities, and procedures are presented.

TITLE: CAREER CARNIVAL

Rationale: This learning center was developed to assist the primary level student in accomplishing educational objective 2.4.3; to develop an awareness of the work performed by school and community workers.

Using the carnival as a central theme numerous enabling activities are presented to introduce the student to a variety of workers from the school and community who represent the leisure cluster. The activities focus primarily on workers from the student's immediate environment allowing the student to more easily identify and relate to them.

The learning center may be used with a number of disabling conditions. However, activities may need to be adapted by the teacher to meet the needs of his class.

Designing the Center: The utilization of classroom space is an important consideration which will determine, to a large degree, the design and effectiveness of the learning center. The career carnival learning center requires bulletin board space for displays, an area in which the student can listen to tapes, and adequate space for the various activities such as ticket booths and games. For the career carnival an alternate site such as the gymnasium or an auditorium may be used if the classroom is too small. It is recommended that the learning center be located in a specific area of the classroom apart from the regular study area. In any case, the learning center should be designed to effectively utilize the area provided in each classroom.

Enabling Activities:

1. Favorite leisure time activities
2. Visit the music teacher
3. Visit the school cafeteria
4. Tour the fast-food restaurant
5. Leisure opportunities
6. Purchasing tickets
7. Money exchange

TITLE: CAREER CARNIVAL

Enabling Activity #1

Behavioral Objective	Instructional Activities	Procedures
Upon completion of the instructional activity, each student will select, explain, and add to a class display a picture that depicts a worker and a participant in a favorite leisure time activity.	Group Activity Students will visit library to look at books about having fun. Learning Center Activity 1. Student will be instructed by teacher as to how to perform the activity. 2. Student will select magazine picture of favorite leisure activity from collection provided. 3. Student will place picture on bulletin board above his name. 4. After all students have completed activity, student will explain why he chose that picture.	1. Teacher may read class book about having fun, selecting particular activities within leisure cluster (e.g., travel, restaurants, commercial recreation) that include both workers and participants. 2. Compile a selection of magazine pictures showing the activities described. Be sure to have more than one picture of each activity. Try to find pictures including adults. 3. Direct children as to procedure for posting picture (thumbtacks, tape). 4. Class discussion should include everyone. Materials Bulletin board or poster Magazine pictures Book or film

TITLE: CAREER CARNIVAL

Enabling Activity #2

Behavioral Objective	Instructional Activities	Procedures
Upon completion of the instructional activity, the student will indicate knowledge of the music teacher's role by correctly identifying three (3) tools the music teacher uses.	Group Activity Class will visit music teacher's room. Learning Center Activity 1. Student will be instructed by teacher in use of center. 2. Student will take one ditto sheet and one crayon. 3. Student will color items on sheet that are used by music teacher. 4. Student will put name on paper. 5. Student will put paper in folder. 6. Student will return to seat.	Music teacher will demonstrate how to have fun with music, i.e., listening to records, dancing, singing, rhythm band. Music teacher should explain her job and demonstrate tools used. 1. Teacher will show class ditto sheets at learning center identifying figure of music teacher and five (5) items, e.g., piano, record, sheet music, bicycle, rabbit. 2. Teacher will explain that students should color only the three (3) items used by the music teacher. 3. Teacher will indicate where name is to be written. 4. Teacher will indicate where to place completed picture. 5. Teacher will repeat exercise with students who are in error. Materials Music teacher equipment Ditto sheets with pictures on them Crayons Folders

TITLE: CAREER CARNIVAL

Enabling Activity #3

Behavioral Objective	Instructional Activities	Procedures
Upon completion of this activity, student will explain one job done by school cafeteria workers.	Group Activity Class will visit school cafeteria after lunch to observe workers there. Dietician may explain function of workers. Learning Center Activity 1. Student will select one activity at center. 2. Student will receive oral or taped instructions for that activity. 3. Student will: a. Wash and rinse plastic plate, cup and pot, and set them in dish drainer to dry. b. Pour three glasses of water and set on tray. c. Fix a salad plate from prepared greens. d. Plan a menu (tape it, write it down, draw pictures of it, select magazine pictures of it). 4. Student will explain to the teacher one job done by school cafeteria workers.	1. Teacher will prepare center activities to suit student ability but with as much realism as possible. 2. Student will be directed to most suitable activity. 3. If students can operate a tape recorder, the instructional activity will be taped.

TITLE: CAREER CARNIVAL

Enabling Activity #4

Behavioral Objective	Instructional Activities	Procedures
Upon completion of the instruction activities, each student will correctly identify, as indicated in the learning activity, two job skills of an employee in a fast food service restaurant.	Group Activities 1. Class will tour a fast food restaurant. 2. Student will observe job activities being performed. 3. Student will discuss people who work at a fast food restaurant with teacher. 4. Student will indicate knowledge acquired in one of these ways: a. Dramatize job with classmates by acting out "a trip to a fast food restaurant". b. Choose selected pictures from a magazine showing people cooking, taking orders, cleaning up, etc., to be placed on bulletin board. c. Verbalize in class discussion two activities performed by an employee of a fast food restaurant.	1. Teacher should contact a fast food service restaurant at least two (2) weeks in advance to arrange for visit. Emphasize purpose of visit--not for viewing machinery, but for viewing personnel. 2. Discussion before and after trip should center on jobs observed. 3. Learning center activities should be selected for individual student.

TITLE: CAREER CARNIVAL

Enabling Activity #5

Behavioral Objective	Instructional Activities	Procedures
Upon the completion of this activity, the student will identify three (3) places where people's jobs provide leisure opportunities.	Group Activity Class will discuss leisure activities which require tickets (e.g., movies, airplane trips, fairs and carnivals, football games). Learning Center Activity 1. Student will be instructed in use of learning center. 2. Student will select one "ticket". 3. Student will match ticket color with large card. 4. Student will look at card and tell aide where people are having fun. 5. Student will tell aide who is helping people have fun. 6. Student will repeat 2-5 with each ticket until all are used. 7. Student will return tickets to box. 8. Student will return to seat.	1. Teacher will show class set of four color-coded cards, each with pictures of people being assisted or served in a leisure setting. [Examples]: 1) Usher in movie theatre showing patron to seat. 2) Stewardess serving travelers. 3) Vendor selling popcorn at football game. 4) Person operating ride at carnival. 2. Teacher will discuss activities taking place. 3. Teacher will point out color-coded tickets.

TITLE: CAREER CARNIVAL

Enabling Activity #6

Behavioral Objective	Instructional Activities	Procedures
Upon completion of this activity, the student will identify combinations of coins equalling 10¢. Students will dramatize buying and selling tickets.	Group Activity Students will be instructed in the value of coins and exchange them for tickets. Learning Center Activity 1. Student will be given "coin purse" containing combinations of coins equalling 30¢. 2. Student will count out coins into groups of 10¢. 3. Student will determine how many tickets he may purchase. 4. Student will buy tickets from "ticket seller". (Ticket seller may be fellow student or teacher aide.) 5. Student will select game to be played or food to be purchased. 6. Student will place ticket in appropriate box and play game or eat food. 7. Student will replace coin purse and return to seat.	1. Teacher will use standard teaching procedure for group activity. 2. Teacher will prepare roll of tickets and small bags or wallets containing 30¢ in combinations of pennies, nickels and dimes. 3. Demonstrate games to be played. For example: a. Fish for school workers--pull string with attached surprise which is object associated with music teacher, librarian, physical education teacher, or dietician. b. Bean bag throw--throw three (3) bean bags at restaurant place mats on floor. c. Concession stand--snack provided in small bag. 4. Games may have different prices--two tickets for one activity would mean student has to make choice. 5. Tickets should be sold from booth made of cardboard box.

TITLE: CAREER CARNIVAL

Enabling Activity #6 Optional*

Behavioral Objective	Instructional Activities	Procedures
Upon completion of this activity, the student will exchange money for tickets.	Group Activity Students will be instructed in exchanging money for tickets. Learning Center Activity 1. Students (in pairs or small groups) will receive instructions from teacher. 2. One student will be a seller of tickets and one student will be a buyer. 3. Ticket seller will dress up (e.g., hat, moustache, apron, stick). 4. Ticket buyer will exchange one coin for one ticket. 5. Ticket seller and buyer exchange roles and repeat numbers 3 and 4. 6. Students will replace materials and return to seats.	*It is not necessary that all students participate in this activity. It is a supplement to Enabling Activity #6 and is designed for those students who have insufficient skills to exchange a certain amount of money for a ticket. It is included as an activity to teach children that money is exchanged for tickets, which are eventually exchanged for services. 1. Teacher will show students the equipment at the learning center and explain how tickets are bought and sold. 2. Teacher may be the first ticket seller to serve as an example.

TITLE: PEOPLE WHO WORK IN PARKS

Rationale: This learning center was developed to be used with intermediate learning disabled students and deals with educational objective 2.4.3; to develop an awareness of the work performed by school and community workers.

The center focuses on the leisure occupations cluster and more specifically with workers in parks. A variety of activities are suggested, including field trips and classroom activities. The activities may be performed at varying levels of difficulty and should be adapted to meet the specific needs and abilities of students in each class.

Designing the Center: The design of the learning center should include an area of the classroom reserved for displays, posters, and activities. Ample space in which to use tape recorders on an individual basis should also be provided. Work on the model park may require a great deal of time. Thus, table space should be provided on which the students can leave the model for periods of time and return to resume work later.

Enabling Activities:

1. Fish
2. Maps of parks
3. Interview the speaker
4. Field trip to the park
5. Model park
6. Planning a vacation to a resort park
7. Leisure service occupations

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY #1

Behavioral Objective	Instructional Activities	Procedures
Upon completion of any activity in the learning center unit, the student will place a job under the correct job family or sub-cluster.	As a reward for completing any of the activities in the learning center, the student will: 1. Fish for a piece of paper containing the name of a leisure service occupation. 2. Go to the board or poster and paste the job under the correct sub-cluster or job family.	1. A large poster with a tree diagram will be utilized to paste the job titles on. The diagram should take the form of a tree with the branches indicating individual job titles. (Use four trees, one for each sub-cluster.) 2. Job titles should be written on pieces of paper and placed in a bowl. 3. If the student is unable to place the job under the correct heading, the teacher shall assist. 4. Periodically, at least every other day, the teacher should review the job titles placed on the poster.

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY #2

Behavioral Objective	Instructional Activities	Procedures
The student will locate specified community and regional parks on a blank map of the local community.	1. The students will be introduced to community and regional parks via a slide show or film. 2. Each student will be given a folder containing materials about the community and regional parks, such as brochures and maps. 3. The student will be instructed to mark all of the parks on an individual blank map, using the map in the learning center as a reference. 4. Individual audio-video cassettes containing information about individual parks will be available for use by the students in the learning center.	1. The teacher should provide an introduction to the parks before the slides or film are shown. 2. The folder materials should include a blank map of the local community for each student. 3. The student should receive as much help as is deemed necessary by the teacher to complete the maps. 4. This activity may be presented in a variety of ways: a. The film can be presented by the teacher to the entire class. b. The film can be presented by a representative of the parks system to the entire class. c. The film can be viewed individually or in small groups by the students.

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY #3

Behavioral Objective	Instructional Activities	Procedures
Based on a class presentation about parks, each student will correctly answer five prepared questions. (Depending on the ability of the student, the response may be verbal or written.)	Group Activity 1. A representative speaker from a local park will give a 15-minute presentation. 2. He will be asked to answer in simple, direct terms five questions which have been prepared by the class and given to him in advance. Learning Center Activity 1. A typed copy of the questions and the speaker's answers will be available for the student to read. 2. A taped interview centering on the five questions will be provided for the students as an aid to answering the questions. 3. The student will correctly answer (verbal or written response) the five prepared questions and have them checked by the teacher. Optional Activity A student or small group of students may prepare and conduct an interview with another park employee.	1. Contact the superintendent/director of the park to come talk with the class. If he cannot come, ask him to recommend another employee who has been involved with the planning and operations of the park. 2. Announce and prepare students for the visiting speaker. 3. Using a student discussion, develop five questions for the speaker to answer. The questions should center around types of facilities planned and operated in the park, the workers needed to operate these facilities, and a description of the speaker's job. Any visual material such as models, photographs, slides, or blueprints of the park that the speaker could bring would be extremely beneficial. 4. Set up a station at the learning center. Have copies of the five questions available for each student. 5. After the speaker has given his presentation, make a copy of the answers to the questions to be placed at the learning center.

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY #3 (Continued)

Behavioral Objective	Instructional Activities	Procedures
		6. Before the speaker leaves, ask him to tape his answers for the students' future reference. 7. Have students complete the instructional activity and check their work for successful completion of the activity. Prescribe remediation activities for those who need them.

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY #4

Behavioral Objective	Instructional Activities	Procedures
After making a site visit to the park, each student should identify two* different jobs from the leisure occupations cluster represented at the park and choose, from a list of five* tasks, three* tasks appropriate to each job. *Number is dependent upon abilities of the student.	Learning Center Activity 1. Before visiting the park, each child should color (or make) a map of the park to take with him on the field trip. Group Activity 2. Visit the park. Be sure to expose the students to developed areas, sites under construction, and undeveloped/undisturbed areas. A variety of workers needed to operate the park should be available to talk with the students and demonstrate their duties. 3. Follow up the field trip with a group discussion on the workers that were needed to operate the park and the jobs that each must perform. Learning Center Activity 4. A student should make a picture of one of the park workers showing him working at one of his job tasks.	1. When a speaker is contacted, a request should be made to follow up with a site visit. 2. Follow appropriate procedure for taking field trips. 3. Prepare class for visit well in advance. 4. Set up a learning center station to include a park diagram, list of facilities, and pictures of workers needed to operate a large state park. An effort should be made to tie the four sub-clusters of the leisure occupations cluster together as represented in the park (e.g., Hotel Services, Food Services, Camping and Reservation Services). Material should be available for students to construct their maps and to complete instructional activity #4. 5. Make sure park visit is set up to be accessible for students. Many large parks can best be

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY #4 (Continued)

Behavioral Objective	Instructional Activities	Procedures
	5. Each student should now be able to correctly identify two jobs needed to operate a park and to identify three tasks performed by the workers.	viewed from the bus with a tour guide on board. One stop could be arranged where the workers could talk with the students. 6. Three approaches can be developed to determine student's achievement of the behavioral objective: 1) A written approach 2) Pictorial approach 3) Verbal approach

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY (OPTIONAL ACTIVITY)

Behavioral Objective	Instructional Activities	Procedures
The students will plan and construct a replica of a regional park.	Following the field trip to the park, the students are to construct a three dimensional replica of a park. 1. A discussion led by the teacher will determine what facilities the students wish to include in their planned park, and what workers are needed to operate these facilities. 2. The plans should be recorded on paper, tapes, or diagrams. 3. The students should be divided into small groups and assigned tasks. They may be given time limits in which to complete these tasks. 4. After completion of the model, a description of the facilities and the workers needed to operate the facility should be added.	1. The teacher should lead the planning discussion, making sure the students plan a variety of facilities. 2. The materials for the park should be contained in one area with a completed model to serve as a guide. 3. Students may work individually or as a group, and the activity can be modified to meet the individual needs of the student. 4. The model will contain areas in different degrees of completion, so that some students may just paint roads or lakes while others may construct terrain from paper mache. 5. By using scenery from model train sets, the state park may be made more realistic. This model park is a flexible activity and can be adapted to meet the needs of the student. The length of time and degree of difficulty may vary greatly.

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY (OPTIONAL ACTIVITY)

Behavioral Objective	Instructional Activities	Procedures
The student will plan a vacation to a resort park.	1. The student will review the resort parks available and plan a vacation to one of them. 2. The student will answer the following questions: a. What mode of transportation will he use? b. Where will he stay? c. What kinds of activities can he expect to engage in? d. What kinds of clothes will he take? 3. Some students may call the reservations desk. 4. Some may request information from the resort they wish to visit.	The teacher should help the student review the information about the resort parks.

TITLE: PEOPLE WHO WORK IN PARKS

ENABLING ACTIVITY (OPTIONAL ACTIVITY)

Behavioral Objective	Instructional Activities	Procedures
Each student will name or list three jobs in the leisure service occupations cluster.	1. The teacher will introduce the leisure service occupations as one area of work. 2. A list of questions to be answered about leisure service occupations will be given to the students. 3. Students will view the film "Careers - Leisure Industries." 4. A discussion of the film should be held to answer the prepared questions. 5. Students should be asked to list three jobs in the leisure service occupations cluster.	1. Background materials will be provided by the teacher to give a broad description of the leisure service occupations. 2. A list of questions on material covered in the film will be given to the students. 3. This film is meant to give the students a broad overview of the leisure service occupations prior to more specific examination of jobs.

COMPETENCY-BASED INSTRUCTION

Competency-based instruction (CBI) is a rather recent educational development which has experienced rapid expansion during the sixties and is a result of the increasing demands for accountability, relevance, and cost-effective education. This approach is believed to be well suited to children with special needs and is recommended in this book for use with the career exploration and career preparation phases. It can also be used with the career orientation phase if so desired.

Competency-based instruction is a flexible, individualized approach to learning that allows both the student and the instructor to work at their own rate without fear of failure. The program's design is based upon competencies to be acquired by the student as a result of the instructional program. The competencies are stated in behavioral terms as learning objectives which are made known to the student from the outset of the program.

With competency-based instruction, it is the student who is held accountable for his level of achievement. He knows the mastery level that must be attained and chooses from alternative learning activities those that will enable him to meet the stated criteria. It is the student's option to choose activities which are compatible with his individual learning style, and it is his demonstrated level of acceptable performance of the stated objectives that is of importance.

In a competency-based curriculum, a student's learning should not be bound by time or group limitations. The student should be able to move from one module to the next at his own rate. However, there are problems with implementing this approach in most existing institutional programs. Two of the major limiting factors are time and grade restrictions, with an additional problem in the area of record keeping. In a traditional school setting, it is feasible to work around these problems, but often with the result of forfeiting certain aspects of design.

Comparing CBI to traditional instruction, three major differences can be discerned. In the traditional approach, the purpose of the instruction is often either vaguely stated or sometimes not even made known to the students. However, in competency-based instruction, the students know exactly what is expected of them. They have precisely stated objectives which tell them what competencies are required and what criteria will be used to assess their performances.

The second major difference between the traditional and CBI approaches relates to the time factor. Traditional education holds time constant. Units are planned around a specified time period. Thus, students who learn at different rates will demonstrate varying degrees of achievement at the end of the time period. In competency-based instruction, achievement is held constant. A unit is ended when the student can demonstrate the required competency. Thus, the time needed to complete the unit will vary from student to student.

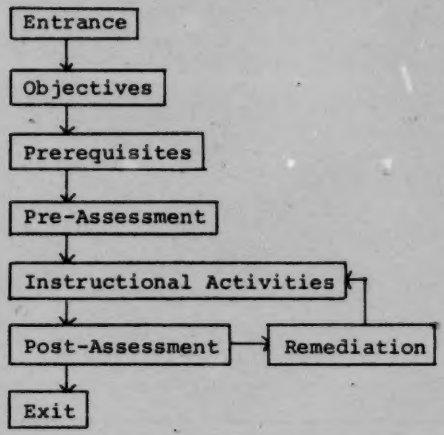
The final major difference between the two instructional approaches is that traditional education strongly emphasizes program entrance requirements, while CBI places its heaviest emphasis on exit requirements. With competency-based instruction, prerequisites are minimized and student programs are individualized to allow each student to achieve mastery of any given objective by altering the learning activities to meet the needs of the student.

DEVELOPMENT OF MODULES OF INSTRUCTION

In competency-based instruction, the instructional package is called a module. A module is a self-contained unit of instruction made up of the following parts:

1. Objectives
2. Prerequisites
3. Pre-Assessment
4. Instructional Activities
5. Post-Assessment
6. Remediation

A commonly used flow chart depicting the process by which the student moves through the instructional module is illustrated in Figure 4-1.



FLOW CHART FOR CBI

Figure 4-1

An instructional module contains a set of learning activities intended to activate the student's achievement of the objectives. The six-phase format depicted in the flow chart is reasonably uncomplicated and provides a standardized module design while also permitting flexibility of instruction. Each of the six module parts is discussed on the following pages.

1. Objectives

The objectives are the foundation on which an instructional module is built. Based on the educational objectives, specific behavioral objectives can be developed and the competencies to be acquired by the student can be specified.

The behavioral objectives serve as a basis for designing instructional activities which will facilitate the achievement of the desired competencies. The specific approach to goals and expectations provided by the use of objectives opens avenues of communication for student and instructor and facilitates the evaluation and further development of the instructional program.

Before individualized programs of instruction are initiated, it is necessary to establish the objectives for the total program. The teacher must first decide on the goal or goals he intends to meet by the end of the program. After objectives are established, the procedures, content, and methods that are relevant to achievement of the desired goals can be determined. Only after the behavioral objectives are clearly stated can an instructor know what he must teach and how to judge whether or not he has taught it.

The process of writing behavioral objectives is frequently misunderstood. Instructional objectives are often incorrectly stated in terms of course content or methods the teacher is using to present the content. Neither of these approaches provides much information about what the learner should be able to do as a result of instruction; thus, they ignore learner behavior, the most crucial aspect of any instructional program.

Another major problem in writing instructional objectives arises when objectives are made either too specific or too broad. If the objectives are too specific, thousands of objectives will be needed to describe the program. This can make the process of defining and evaluating objectives very time- and energy-consuming. If the objectives are too broad, they become vague and difficult to evaluate. The learner will lose interest if he perceives too little progress toward the goal in relation to the time required to achieve the desired results.

To overcome these problems, it is necessary to state objectives in terms of measureable or observable behavior so that the required achievement levels can be determined. Objectives stated in behavioral terms are preferable for the model described in this book because they accurately communicate the criteria for determining the student's success.

Behavioral objectives describe what the learner will do to demonstrate that he has achieved the terminal objective. Specifying this behavior eliminates misinterpretations and provides a basis for evaluation by establishing the criteria for success. The test of whether or not an objective is written in behavioral terms is to see if it describes an observable act or measurable product of an act.

When writing instructional objectives, the developer should ask himself three questions:

1. What will the student be able to do after completing the learning activity?

2. What are the conditions under which the student will perform the activity?

3. How will success by recognized?

Behavioral objectives should be stated so that the students know exactly what competencies are expected of them, under what conditions those competencies should be achieved, and how well they should be done. Students should know from the way objectives are phrased that they are competing against the task, not against other students.

2. Prerequisites

There are two categories of program prerequisities: (1) general background competencies needed to begin work on a module, and (2) specific competencies which were to have been acquired in a preceding module. Required prerequisities for any module should be held to an absolute minimum in order to maximize the program's flexibility.

3. Pre-Assessment

The term "assessment" usually implies the use of standardized pencil and paper tests. However, other varieties of pre-assessment are available. Both formal and informal, direct and indirect, objective and subjective measures may be used for pre-assessment purposes. In some cases, no pre-assessment is needed because it is assumed that the students have had no previous exposure to the content of the instruction. This will be true of all career education modules when they are first introduced into the curriculum.

4. Instructional Activities

Instructional activities are intended to facilitate the learner's achievement or mastery of the specified objectives. Each activity should be self-contained and designed to achieve a specific purpose, but should still remain as part of the broad comprehensive program.

The designer of instructional activities should offer a wide range of alternative activities to the student. A number of options should be provided so that the student can select those which offer the greatest opportunity for individual success, are most in tune with his preferred learning style, and will allow him to achieve mastery of the material in the shortest possible time. The student should also have the option of designing--with faculty assistance--his own instructional activities relevant to the stated objectives.

Arends, Masla, and Weber (1971) offer the following general comments on the design of instructional activities:

1. Insofar as possible, instructional activities should provide for student self-pacing.

2. Whenever possible, instructional activities should be personalized, that is, they should reflect the particular needs, capabilities, attitudes, aptitudes, and learning style of the student.

3. While activities can be very specific and narrow in scope, it is perhaps best--though not easiest--to provide students with the opportunity to select from as many possible alternative tasks as possible.

4. Activities should include equivalent practice, that is, an activity equated with the specified outcome. for example, if the student is to demonstrate the ability to use a half-inch videotape recorder, he must have the opportunity to practice using a half-inch videotape recorder.

5. Post-Assessment

As with pre-assessment methods, post-assessment procedures may vary widely. Whatever post-assessment methods are used, they should be designed to measure whether or not the student can successfully demonstrate the competencies required for mastery of the specified objectives. If the student is unable to demonstrate competence, an attempt should be made to determine whether this is due to (a) a lack of ability, motivation, and/or effort; (b) inappropriate or ineffective instruction; (c) unrealistic expectations as reflected in the objectives; or (d) another reason or combination of reasons. After the cause has been determined, remediation should be prescribed for the student so that he can eventually master the competency.

A major problem related to post-assessment has to do with the criteria used for grading the student's competency level. Houston and Howsam (1972) feel that the logical solution would be a pass-only concept of evaluation. In this approach, objectives would specify only minimal standards of performance. If the student performs to the specified standard, he would pass. If not, he would receive an "I", but would not fail. He would be passed eventually when he could meet the minimum standards of competence.

This system of evaluation could cause problems in institutions where officials feel that not everyone should receive an equivalent passing grade. This issue can be further complicated by the fact that some students consistently do superior work while others only do enough to get by. However, the problem of providing additional rewards for the superior student can be alleviated by a point system of evaluation (Blackhurst, 1974).

6. Remediation

Remedial activities are instructional activities which provide the student additional practice or assistance in

mastering a specific objective. The activities used can be similar to the original instructional activities used in the module, or they can approach the objective from an entirely different base. It should be remembered that remediation is intended to be helpful, not punitive, and to give the student every opportunity to be successful.

REFLECTIONS ON COMPETENCY-BASED INSTRUCTION

In a CBI system the teacher's role will become one of advisor and manager of instruction. The teacher will spend more time with each student helping him plan his program, solve his problems, and evaluate his performance. The student will have the opportunity to choose instructional activities, develop new activities tailored to his specific needs, and bypass certain objectives through testing out of certain modules.

Research suggests that the learning climate fostered by a CBI program is free from oppression and failure and thus encourages creativity. Teachers in a CBI program would have more time to devote to developing an atmosphere where creative learning experiences can take place. The teacher would have the freedom to actively involve the student in the learning process where positive learning experiences would be stressed.

Adapting the school curriculum or any part of the school curriculum to a CBI approach is a complex task. It will take the cooperative efforts of the entire staff to change the traditional instructional program and properly implement a CBI program.

Sample CBI Unit

In the following section a partial CBI unit, developed for the career orientation phase and an overview for a CBI Short-Term Elective for the career exploration phase are presented as examples.

CAREER ORIENTATION

Unit: Learning About Careers

Goal: To make students aware of the necessity for career planning and to provide them with the basic tools for making valid career decisions.

Rationale: During the career orientation phase, it is important for students to acquire an understanding of their own work interests, abilities, and values and a knowledge of careers within the fifteen career clusters, so that by the time they enter the career exploration phase they are able to appropriately narrow their career choices. It is also important that they gain an awareness of the processes of self-assessment and career assessment, so that in the future, if changes in interests, abilities, and the job market occur, they are prepared to independently make other career decisions.

Note: On the following pages, you will find an outline for a sample unit of instruction for the leisure career fields. The pre- and post-tests have not been included and only a small sampling of competency statements and accompanying activities is contained in this section for the sake of clarity.

DEVELOPMENT OF SAMPLE UNIT OF INSTRUCTION
for Leisure Career Fields

Unit: Learning About Leisure Careers

Objectives:

4.4.4 To attain a working knowledge of a variety of jobs in each of the 15 career clusters
4.4.4.1 To identify general characteristics of the 15 career clusters
4.4.4.2 To classify careers into their appropriate cluster
4.4.4.3 To list and describe opportunities available for specified jobs
4.4.4.4 To describe the qualifications necessary for specified careers
4.4.4.5 To describe the tasks performed by specified workers
4.4.4.6 To demonstrate a knowledge of the skills and extent of preparation required for entry into certain job areas
4.4.4.7 To describe the areas of work in which a person can earn a living if he possesses specified skills
4.4.4.8 To engage in a wide range of occupationally related activities for the purpose of developing an awareness of occupational interests and skills

EDUCATIONAL OBJECTIVE: 4.4.4.2 To classify leisure careers into their appropriate cluster

ACTIVITY: 1

Behavioral Objective	Instructional Activity	Resources
Upon completion of this activity, the student will be able to mark the leisure career cluster occupations on a list supplied by the teacher with 100 percent accuracy.	Each student will be given a duplicated list of jobs and will check the jobs that are in the leisure career cluster.	Worksheet/list of jobs supplied by teacher

ACTIVITY: 2

Behavioral Objective	Instructional Activity	Resources
Upon completion of this activity, the student will be able to select the leisure field cluster occupation cards from a random group of 10 cards with 90 percent accuracy.	Classification Activity-- Using the definition of the leisure career cluster developed in objective 4.4.4.1 the students will select from magazines several pictures of occupations in the leisure career cluster as well as occupations not in the leisure cluster. Each picture will be mounted on a separate 7x9 card. After each student has had an opportunity to select and mount his cards, group consensus will be reached on the classification of each card. Then each student will be given an opportunity to test himself against the standards set by the group.	Magazines which contain appropriate pictures

ALTERNATIVE ACTIVITY

Behavioral Objective	Instructional Activity	Resources
Upon completion of this activity, the student will list three magazines which describe occupations in the leisure career cluster.	The student will visit the public library, newsstand, or magazine rack and look for magazines about specific occupations in the leisure career cluster. He will list various magazines and describe briefly what leisure activities/ occupations each includes.	1. Public library 2. Newsstand 3. Drugstore

EDUCATIONAL OBJECTIVE: 4.4.4.5 To describe the tasks performed by specified workers

ACTIVITY: 1

Behavioral Objective	Instructional Activity	Resources
Upon completion of this activity, the student will classify, with 90 percent accuracy, ten specific jobs as to whether they involve working with people, ideas, things, or combinations of the three.	People/Places/Things--The student will be given a list of ten specific jobs with a description of each to classify as to whether they relate to people, ideas, or things.	Teacher should select ten appropriate jobs to present to students and include Dictionary of Occupational Titles descriptions.

ACTIVITY: 2

Behavioral Objective	Instructional Activity	Resources
Upon completion of this activity, the student will list 10 occupations in the leisure fields cluster he observed on the trip and describe briefly the task he observed each employee performing.	Field trip to a specific state or national park, shrine, landmark, or tourist attraction	Any appropriate facility

ACTIVITY: 3

Behavioral Objective	Instructional Activity	Resources
Upon completion of this activity, the student will name five different hotel/motel employees and briefly describe the duties of each.	Using the two resources, the student will read about different employees in the hotel/motel area.	1. Job Experience Kit, "Hotel Manager", SRA 2. Modern Hotel and Motel Management, W.H. Greeman & Co., San Francisco

ACTIVITY: 4

Behavioral Objective	Instructional Activity	Resources
Upon completion of this activity, the student will list five occupations in the airline industry and briefly describe the duties of each.	The students will view filmstrips portraying airline travel assistance people at work.	Filmstrip: "Careers in Aerospace", Eye Gate.

ACTIVITY: 5

Behavioral Objective	Instructional Activity	Resources
Upon completion of the activity, the student will identify a specific occupation from a pantomime of its characteristics.	Career Charades--Each student will draw an occupation from a hat and act out the occupation for the group to guess. The class could be divided into two teams, assigning point values to the correct responses and setting time limits on the charade. (Ex.--2 minute limits, 1 point per correct answer) At the end of five trials, the team with the most points wins.	Occupation titles supplied by the teacher

CAREER EXPLORATION
COMPETENCY-BASED, SHORT-TERM ELECTIVE

A. TITLE--EXPLORING CAREERS IN THE LEISURE SERVICES OCCUPATION CLUSTER

B. DEFINITION OF CLUSTER AREA

Careers in leisure industries and services are extensive and diverse in nature. There are four major subcluster areas: tourism and hospitality services; leisure entertainment, products and enterprises; environmental-based services; and community-based services. As is implied by the subcluster titles, these jobs can be found in the public, private and commercial sectors of our society, and numerous careers can be found in every community. The jobs themselves vary according to levels of experience, education, and training, and provide for mobility both vertically and horizontally. The range of careers in the Leisure Service Occupations Cluster which should be introduced to students includes: airline flight attendant, auto rental agency manager, hotel desk clerk, maitre d', ticket seller, historic site director, golf caddie, librarian, groundskeeper, park ranger, and recreation leader.

C. COURSE OBJECTIVES

1. To introduce students to the career options of the Leisure Service Occupations Cluster (Recreation, Hospitality, and Tourism Cluster).

2. To explore careers in terms of specific education, training, duties, and restrictions demanded by each career.

3. To provide students with learning activities which will actively involve them in performing the duties of the careers they are exploring.

4. To provide students with the opportunity to visit, observe, and talk with personnel in careers being explored.

5. To help students determine if any of the careers explored would be a viable career choice for them, and if so, to establish criteria to be used in making a career plan.

D. COURSE STRATEGY

1. Short-term electives for all fifteen clusters should be developed similar to the one presented here for the Leisure Service Occupations Cluster. These mini-courses should be designed to employ a competency-based approach utilizing behavioral objectives. Short-term electives should be developed for differing disabled populations when appropriate.

2. General educational objectives will provide the basis for developing the career education curriculum for the career exploration phase. When developing behavioral objectives for the short-term elective classes, special attention should be given to making sure the objectives consistently reinforce the specified educational objectives.

3. Instructional activities should reflect the actual work situations of the career being explored, and, when possible, the students should be taken to the actual site for first-hand observation. A teacher might consider taking pictures (black and white, slides, video tapes) of field trips for future reference, so students can see people working in the careers they are exploring from settings in their own community.

4. The guidance and counseling component of the career education curriculum must be integrated into the short-term elective program. This component of the program should be presented as a direct and comprehensive approach in helping the student formulate a career hypothesis.

5. Content about the career cluster should be presented to the students during an eight-week period. The class would not need to meet every day, nor would a specified amount of time need to be set aside to do the activities. Many of the activities should be developed so that the students can pursue them independently.

E. COURSE OUTLINE

1. Introduction to Course . . . . . 5% (total)

2. Exploration of Subcluster A: Tourism and Hospitality Services . . . . 30% (total)

   a. Travel Services 7.5%
   b. Tourism Services 7.5%
   c. Hospitality Services 7.5%
   d. Food and Beverage Services 7.5%

3. Exploration of Subcluster B: Leisure Entertainment, Products and Enterprises . . . . . 22.5% (total)

   a. Leisure Products and Promotion 7.5%
   b. Spectator Entertainment Services 7.5%
   c. Special Interest Leisure Enterprises 7.5%

4. Exploration of Subcluster C: Environmental-Based Services . . . . . 17.5% (total)

   a. Resource Conservation/Preservation Services 8.75%
   b. Park and Natural Resource Planning and Design Services 8.75%

5. Exploration of Subcluster D: Community-Based Recreation Services . . . . . 17.5% (total)

   a. Recreation Areas and Facilities 8.75%
   b. Recreation Program Services 8.75%

6. Conclusion and Evaluation (Review, wrap-up, testing, self-evaluation, student/teacher conference) . . . . . 7.5% (total)

F. INSTRUCTIONAL ACTIVITIES (Lesson plan example)

RECREATION LEADER (DOT #195.255, p. 587) - Conducts recreation activities with assigned groups in public department or voluntary agency. Organizes, promotes, and develops interest in activities such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies. Cooperates with agency staff members in conducting community-wide events and works with neighborhood groups to determine recreation interests and needs of all ages. Works under close supervision of recreation supervisor. Cooperates with recreation and non-recreation personnel when in agency setting such as settlement house, institution for children or aged, hospital, armed services, or penal institution.

OBJECTIVES	ACTIVITIES	RESOURCES
1. The student will describe a recreation leader's job, list duties the worker must perform on the job, and state the qualifications needed to perform the job.	1. Invite a recreation leader to the class to lecture and be interviewed by the students. An outline should be prepared for the lecturer and an interview guide prepared by the class before the actual lesson. The session should be taped for future reference. Also, the students should be encouraged to use the additional resources listed.	1. Contact local Parks and Recreation Department, Rehabilitation Center, or Voluntary Youth Organization Lane, V.P., Project Career, Task Outline--Recreation Aide. 301 North Main Street Randolph, Mass., 1974. Verhoven, P.J. and Vinton, D.A., Career Education for Leisure Occupations. Curriculum in Recreation and Parks, University of Kentucky, Lexington, KY, 1972, p. 10.

OBJECTIVES	ACTIVITIES	RESOURCES
2. The student will select and successfully perform one of the simulated duty activities.	2. Alternate Activities (choose one) a. Student is to select an arts and crafts activity which could be taught to classmates. Make a list of all materials needed to complete the project; verbally state the directions to follow for making the article. (Note: This can also be done for any area in which the student is particularly interested such as sports and games, music, and social activities.) b. Student should list the rules that must be followed when participating in a particular recreation activity or area (e.g., gym, playground, swimming pool, music room). The student should discuss with teacher and other students why it is important to follow the rules and how rules help the recreation leader and the participants. c. Using a recreation supplies catalog, give the student a specific amount of money to spend for ordering materials, i.e., $150-$175. The student is to list the materials, order number, page number, and amount.	a. Arts and crafts idea books c. Recreation supply catalogs, simplified order form

CURRICULUM OVERVIEW FOR SENIOR HIGH STUDENTS ELECTING AN ENTRY LEVEL CAREER EDUCATION PROGRAM

Following is a description of the competency-based program for exploration and preparation which would normally occur in the ninth through twelfth grade.

Grade Nine

A. Each student is to select from a minimum of one to a maximum of four career education short-term electives. Each mini-course centers on one of the fifteen career clusters and should be developed to last approximately eight weeks.

B. The guidance and counseling component for career education is intensified during this phase. Students are to formulate a career plan and develop compatible curricula. For this reason, it is important to develop a structured, systematic guidance and counseling program and to provide students with an opportunity to spend individual time with a counselor.

C. There is little or no change in the courses that students will be taking during the ninth grade other than participating in the short-term elective and guidance and counseling program. It is important, however, to review course content to see if the career education objectives are presently being taught. Those career education objectives that are not currently included in existing courses should be added to the appropriate course, and the subject matter integrated into the instructional activities.

Grade Ten

A. The career education short-term elective program can be continued into the tenth grade, if necessary. Also, other mini-courses of special interest or need can be added, depending upon student requests and school resources.

B. The importance of the guidance and counseling component increases during the career preparation phase. It is essential for students to have a counselor assigned to them who is familiar with their career plan and who is available when the need arises.

C. The implementation of the student's career plan begins during this year. The students take all required courses and appropriate electives supportive of their career plans as outlined with the help of a counselor.

It should be understood that career educational objectives, as previously stated, should be integrated into existing subject matter if the objectives are not being addressed.

Grade Eleven

A. Students enrolled in the career education entry level program are now directed to take a competency-based instructional course in their selected career area. The course should be designed to begin

developing knowledge and skills necessary to adequately perform on the job.

B. The guidance and counseling component, as previously explained, is continued. The students are assigned a counselor who closely follows their programs and who meets with them on a regularly scheduled basis.

C. The students continue to take required courses and electives supportive of their career plans.

Grade Twelve

A. On-the-job training is the focus of the career education curriculum for twelfth-grade students. During the first six weeks of the first semester, the students will spend half a day attending required courses. The rest of the day will be spent in a career education course designed to prepare them for their on-the-job training experience.

   For the remaining twelve weeks of the first semester, students will continue to attend regular classes at school for half a day. They will spend the rest of the day receiving training at a job training site.

   During second semester, competency-based on-the-job training will be scheduled all day. An individual conference with the school supervisor, job supervisor, and the student will be scheduled once a week at the job site; and a group meeting of the job trainees will be held once a week on the school grounds.

B. The job trainee's school supervisor takes over all counseling responsibilities. He will work very closely with the students until they are either placed in a job or with an agency and will continue to follow the students' cases as requested.

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CHAPTER 5
Adapting Learning Experiences for Special Students

This chapter provides the teacher with information which will be helpful in planning career education programs for disabled students. The information is primarily presented for the teacher who lacks basic knowledge or experience with specific disabilities or is working with disabled students for the first time. However, the chapter may also serve as a general review for those teachers with previous experience and training.

The material is not designed to present new or innovative teaching approaches; rather, it is a compilation of materials by leading authorities in the fields of special education, therapeutic recreation, and vocational rehabilitation. It should be stressed that a teacher faced with a difficult problem should seek one of the suggested resources and the assistance of a specialist.

This chapter has been designed to cover six disability areas: hearing impaired, learning disabled, mentally retarded, orthopedically handicapped and other health impaired, visually impaired, and emotionally disturbed. The material presented for each of the disability areas was written to be used with this model. It has been limited in scope to stress techniques which will better prepare a handicapped child to enter and compete successfully in a future career.

Each section of this chapter contains information which will help clarify and define the handicapped populations and teaching approaches appropriate for each. Information is also provided which will assist you in planning specific activities for learning centers and competency-based units on career education.

HEARING IMPAIRED

Hearing impairment refers to any loss of hearing extending from mild to profound and includes the subclassifications of deaf and hard-of-hearing. No single definition for the conditions of hearing impairment seems to sufficiently describe this disability. However, the four major factors which must be considered when defining hearing impairments are: (1) type of hearing loss (sensorineural, conductive, or central); (2) cause of hearing loss (hereditary, disease, or trauma); (3) age of onset (effect on language and speech development); and (4) degree of hearing impairment (audiometric and behavioral). For a more extensive explanation of the varying degrees of hearing impairments, a selected list of references has been included at the end of the chapter.

Hearing impairments affect the total development and adjustment of a child. If incurred at an early age, hearing impairments tend to adversely affect language, communication, and ability to relate to others. Those having acquired speech and language skills prior to hearing loss may have problems with adjustment and will need special assistance to maintain functional language skills.

Verbal communication is considered a major contributor to intelligence and success in this society, so the importance of the development of language communication skills cannot be overemphasized. The socialization of hearing impaired children may be hindered by deficient communication skills, and is further complicated by the normal population's fear of trying to communicate with someone with a hearing impairment. The extent of the development of language communication skills will also

play an important role in career goals and can be a more disabling factor in job placement than the hearing loss itself.

Educational Considerations

Factors influencing the educational needs of the hearing impaired are the degree of hearing loss, age of onset, willingness of parents to acknowledge the problem and cooperate in the education, and presence of other handicaps, i.e., deaf-blind, deaf-mentally handicapped.

The education of the hearing impaired begins by helping the student acquire both oral receptive and expressive language and speech. Visual, tactile, and kinesthetic senses should be used to offset the problems presented by auditory defects in developing language communication skills. Once these skills have been learned, the student can advance into other areas of the curriculum.

Hard-of-hearing children who have the ability to acquire speech and language through hearing can remain in the regular classroom, but will require some special teaching techniques. The following suggestions will help orient the regular classroom teacher to the special needs of the hearing impaired.

(1) Assist the student with individual help in speech, speech reading, and auditory training.

(2) Seat the student in a classroom location that allows maximum visibility of the teacher and places the student's back to the light to facilitate the use of visual clues.

(3) Get the attention of the student before giving instructions or directions.

(4) Speak naturally, clearly, and distinctly, but not louder than usual. Face the student rather than the blackboard.

(5) Remember that facial expressions and lip movements are important to the hard-of-hearing.

(6) Rephrase a question or new idea several times to help the hearing impaired student who may have missed a word in the initial phrasing.

(7) Help make classmates aware of the hearing impaired student's need to hear and understand everything, but don't make the student feel conspicuous or uncomfortable.

(8) Remember that most deaf individuals prefer to focus their eyes on the lips of the person who is talking so do move your lips when you communicate, whether you use your voice or not.

The following is a list of other specific suggestions which may assist in the development of learning activities.

(1) Use an increased number of visual aids such as captioned films, TV, and photographs.

(2) Acquire a room with good acoustics.

(3) Allow the hard-of-hearing student to change his seat so that he is always within easy seeing and hearing distance.

(4) Have the teacher and classmates face the light when speaking to facilitate lip reading.

(5) Encourage the student to ask for an explanation when he does not understand what has been said. Occasionally, ask the student to repeat directions to be sure he has understood them.

(6) Use a tape recorder in the preparation of materials for lessons. It is an effective and stimulating teaching device for students who are striving to improve speech and listening habits.

Implications for Career Education

Factors identified by psychologists that limit the vocational choices of the hearing impaired are: lack of adequate work concepts, insufficient awareness of personal abilities and interests, and personality problems arising from the disability. Loss of hearing greatly diminishes the information a child acquires about himself and his environment. This loss of information increases with the severity of language skill retardation. Many concepts which a hearing child unconsciously absorbs, such as what his father does at work, will be totally unfamiliar to the hearing impaired child. Consequently, much more time must be spent on these early concepts to give the hearing impaired student a proper basis on which to build his career exploration.

Socialization difficulties arising from the frustrations and misunderstandings caused by poor communications are also an area of concern for career education. A common cause of job dissatisfaction is failure to understand employer expectations and personnel procedures. Basic concepts such as notifying employers when ill, adjusting to schedule changes, and getting along with fellow workers are points of emphasis.

With training, the hearing impaired can compete successfully in any occupation where communication is not a major factor. However, a tendency exists within the deaf population itself to consider only stereotyped jobs in which other deaf workers have been successful--such as printing and teaching the deaf. An effort must be made to emphasize new career possibilities. Introducing hearing impaired adults to non-stereotyped jobs would be an excellent way to widen career horizons.

Although acquiring language skills is the most essential goal for hearing impaired students and demands constant reinforcement, it is also a source of great frustration for them. Therefore, learning activities should include work with the other senses that will provide less difficult means of expression. Equal emphasis should be put on helping the student discover his abilities as well as working to reduce his disability. A stimulus-enriched design of learning centers and individualized behavioral objectives will provide a more viable learning opportunity than standard classroom lectures where the hearing impaired child is at a constant disadvantage.

LEARNING DISABLED

According to the U.S. Office of Education, approximately two percent of the student population are children with learning disabilities. These children have average, near average, or above average academic abilities, but are unable to learn in a normal manner or at a normal rate due to perceptual, conceptual, and behavioral problems. Some of the most common characteristics of learning disabled children are: visual, auditory, tactile, and kinesthetic perceptual problems; poorly developed spatial and temporal concepts; delayed or slow development of speech; a poor body image; poor fine and gross motor coordination; hyperactivity; short attention span; perseveration; below average social competence; impulsiveness; and agressiveness. Each of these problems individually has significant implications for the design of instructional programs for the learning disabled. However, for the purposes of this guide, the problems will be discussed only in terms of the broader categories of perceptual, conceptual, and behavioral problems. For more detail, the reader is referred to the bibliography at the end of this chapter.

General Considerations

Among the major concerns of the developer of instructional programs for the learning disabled are problems associated with perception. Inability to discriminate between relevant and irrelevant visual, kinesthetic, tactile, and auditory stimuli often results in distractibility and a limited attention span. Research has shown that attention spans can be increased by reducing the number of stimuli in the learning area. Thus, using small group activities, cubicles for individual activities, uncluttered work areas, boldly printed materials, simple commands, and step-by-step directions can help the learning disabled child to better discriminate between essential and non-essential stimuli and to focus on prescribed tasks.

The conceptual problems of the learning disabled are another major area of concern to curriculum developers. Most learning disabled children have difficulty developing concepts, generalizing, and dealing with abstract ideas. They can learn mechanics such as 2 + 2 = 4, but they do not understand the conceptual aspects of the mechanics, i.e., 4 is larger than 2. Additionally, with the introduction of each variation of a concept, the conceptual elements have to be relearned. Thus, for the learning disabled, it is preferable to use a curriculum which builds upon itself and which provides a well-planned series of learning steps. In addition, concrete examples and instructional materials that provide auditory, kinesthetic, tactile, or visual cues should be used when possible.

The third major problem area associated with the learning disabled is behavior. Included in this category are characteristics such as impulsiveness, agressiveness, hyperactivity, social immaturity, and extreme and sudden motor variations. In order to circumvent many of these behavioral problems, instruction should be designed to provide sufficient challenge to motivate the child to learn without overtaxing him. If the instruction is too difficult, it will lead to frustration. If it is too

easy, it will lead to boredom. In either case, failure to match instruction to the child's ability level will only aggravate existing behavior problems. The teacher must know the optimum teaching level for each child and develop the child's program accordingly.

Many students experience great difficulty with reading, writing, and other classroom activities as a result of their learning disabilities. When planning the career education curriculum, careful consideration should be given to minimizing these problems. Utilizing a variety of both media and classroom activities will aid students' understanding, create interest, and reinforce learning behavior. Any reading material used in the curriculum should be carefully matched with the abilities and needs of the students.

Specific Classroom Approaches

When developing or implementing career education programs for learning disabled students, instruction must be individualized to suit the needs and abilities of each student. Following are some specific suggestions to use in planning and teaching career education programs for the learning disabled:

(1) Use a variety of methods to reinforce learning behavior. Methods can include guest speakers, games, poems and stories, role simulations, drama, musical activities, art activities, movies, slides, discussions, and field trips.

(2) Use concrete visual, auditory, and tactile instructional cues.

(3) Rotate active and passive activities to prevent boredom and fatigue.

(4) Vary the length of lessons according to attention spans, and limit work periods so that the child achieves success before he gets too bored.

(5) Avoid drastic change in instructional content. Relate one activity to the next.

(6) Reduce distractions. Use learning booths, small groups, and clear work areas.

(7) Remember that reinforcement should be immediate, consistent, and appropriate.

(8) Use printed materials that are dark, clear, and adequately spaced.

(9) Use motor activities as basic steps to achievement in a carefully planned school program of pre-academic and academic studies.

(10) Use more concrete than abstract ideas.

(11) Maintain a calm, consistent, well-planned instructional program to set an example for patterns of behavior.

(12) Teach when the child is well-motivated and ready to work.

(13) Speak softly, so the child will listen.

(14) Be calm. Do not show anger, irritation, or rejection.

(15) Use physical contact (e.g., a hand

on a shoulder) to reduce hyperactivity.

(16) Be firm; make the child perform the tasks he is capable of doing.

(17) Use simple commands or directions.

Implications for Career Education

In addition to the general considerations previously discussed, there are three problem areas which have specific implications for career education programs for learning disabled children. They are body image, socialization, and work habits.

The ability to realistically and accurately evaluate one's physical assets is an essential element of career development. Particularly when making career decisions, a person must have extensive self-knowledge, which includes a knowledge of the physical self. Learning disabled children have perceptual problems which often prevent them from formulating a realistic body image. Many learning disabled children are unable to distinguish parts of the body from the whole, of left from right. Many are unable to fill in missing body parts or to estimate the size, shape, or spatial relationships of various parts of their bodies. In order to facilitate the career development of these children, body image must be taught and stressed in their career education programs.

Socialization is another area which needs to be emphasized in career education programs for the learning disabled. The lag in the social development of the learning disabled child needs to be counteracted while he is in school. On the job, a person's ability to interact appropriately and constructively with others is often a decisive factor in successful job functioning, work adjustment, job satisfaction, and vertical job mobility. If the child is to suceed, he must be helped to develop attitudes and skills related to socialization.

The development of good work habits is another essential part of career preparation that needs extra attention with learning disabled students, many of whom are unable to organize their work or time and tend to be careless. These students require instruction designed to demand and reinforce good work habits.

It should be remembered that students with learning disabilities have a wide range of academic abilities and may aspire to most levels of vocational achievement. An individualized career education curriculum should enable each child to focus on his highest abilities and minimize job-related aspects of his disabilities.

MENTALLY RETARDED

The American Association on Mental Deficiency (AAMD) defines mental retardation as ". . .subaverage general intellectual functioning, which originates during the developmental period, and is associated with impairment in adaptive behavior." The mentally retarded are a diverse group of individuals presenting a wide range of characteristics which

vary with the level of retardation. Such a wide range of capabilities makes it difficult to develop programs applicable to all levels of retarded students. Therefore, the career education program model is designed for those children whose inadequately developed intelligence requires some special education adaptations to help them learn to adjust to the demands of society, but who are not so significantly impaired in their ability to learn that they cannot be trained to enter the job market in an entry level position as an independent worker.

To clarify this point, it is helpful to review the nine activities a mentally handicapped individual needs to achieve to be successful as an independent worker as identified by Myers in his book, An Orientation to Chronic Disease and Disability (1965). To be successful and function independently, the student must be able to :

(1) Adapt to and accept the impact of interpersonal relationships with people on the job.

(2) Successfully get to and from work on some regularly available form of transportation.

(3) Understand and perform all the regular activities of the job on which he is placed and have sufficient flexibility to perform and emotionally tolerate at least two other related jobs to which he may be displaced.

(4) Understand the importance of and carry out time and attendance obligations of the job.

(5) Possess sufficient emotional stability to remain on the job until work merits advancement or until the supervisor can correct annoyances.

(6) Possess sufficient initiative to maintain his job performance at acceptable levels with no more supervision than the employer or supervisor deems necessary.

(7) Possess sufficient basic educational skills to manage himself without undue dependence on others to interpret or explain what is expected of him.

(8) Possess sufficient self-control and social judgement to prevent others from taking advantage of his mental limitations.

(9) Manage all his ordinary financial activities without help from others.

Suggested Instructional Methods—General Considerations

A very important educational goal to remember when working with mentally handicapped children is to help them become as independent as possible and to help them become productive members of society. When planning a program which will aid the students in achieving this objective, the teacher should plan a systematic, structured program with frequent opportunities to repeat and practice new skills. Short daily practice should be provided until the students have had sufficient time to learn the new skills. It is essential that goals appropriate to each student's abilities be firmly established and made known to

him and that, once the program has been established, the teacher consistently carry through with it.

The career education curriculum should be established to incorporate concrete, functional, and highly repetitive instructional methods and materials. When possible, material should be presented in situations where students will be using the work skills. This will give the students a more meaningful experience and help them remember each skill and its appropriate use. Also, material presented in a highly interesting and understandable manner will increase the student's attention span and thus his comprehension and retention of the material. A good rule to follow is to get the students involved in the learning experience whenever possible.

Another important factor to remember when planning a career education program for mentally handicapped students is that they have a very difficult time generalizing information. The teacher must develop a program to help the students transfer what they already know to new and unfamiliar situations. Abstract concepts are difficult for them to develop, so concepts should be kept as basic as possible using concrete multi-sensory approaches and reinforcing concepts in as many ways as possible.

Developing good communications skills is essential if the students are to succeed as independent workers. Opportunities to develop speaking and listening skills should be provided. However, mere words, whether vocal or written, will not have as great an impact if presented separately. They are more effective when presented in combination with another sensory approach: visual, kinesthetic, or auditory.

Sociability is a major problem the teacher will face when working with the mentally handicapped student to prepare him for a future career. Some of the social barriers the teacher will have to help the student overcome are: 1) poor self-image, usually accompanied by a continuous self-devaluation, which makes the mentally retarded student ineffectual in his relations with other people and in his everyday living activities; 2) inappropriate goals of parents in planning realistic futures compatible with their childrens' disabilities; 3) problems of "prolonged childhood"; 4) progressive social devaluation and social isolation as they grow older, which makes an appropriate career choice vital; 5) feelings of uncertainty and inferiority; and, finally, 6) personal adjustment which is a greater determinant than IQ in predicting success in the world of work. For these reasons, socialization skills should be emphasized in a career education program for the mentally retarded student.

Specific Considerations to Use in Developing Instructional Units

When developing learning center units or competency-based units of instruction for mentally handicapped students, remember to use a highly individualized approach that includes a wide variety of activities which will stimulate and interest the students. Listed below are specific suggestions to consider when planning:

(1) Take advantage of every opportunity to expand and develop the student's vocabulary. Teach names of objects,

feelings, and happenings.

(2) One way to improve vocabulary and listening skills is to read to the students. Use picture stories to stimulate interest and to help them associate meaning with words.

(3) Puppets and tape recorders are stimulating devices to use.

(4) Always be sure proper language is used, because the students learn from imitation.

(5) Scrapbooks, bulletin boards, and social projects are good motivators for speech and language development.

(6) When teaching new words, use pictures or actual samples with the words. It helps to write the word in yarn and glue it to the page or cut the letters out of sandpaper to add an additional sensory orientation to learning the new words.

(7) When words or pictures are being used, outline the shape with a felt tip pen.

(8) Use pictures and materials that are large with plain backgrounds.

(9) Use actual objects when possible.

(10) Exaggerate the concept or skill to be taught.

(11) Games are interesting and fun and provide an excellent means for teaching new skills and concepts.

ORTHOPEDICALLY HANDICAPPED AND OTHER HEALTH IMPAIRED

This section of adaptations focuses on the orthopedically handicapped. Included with this disability area are neurological impairments such as cerebral palsy and spina bifida; cardiac problems such as rheumatic heart disease; and other health impairments such as nephritis and diabetes.

Each of these disabilities is separate and distinct from the other; but when children having these handicapping conditions are placed in a classroom, they often present common problems. The greatest problem seems to be that of adapting the classroom and learning activities to their physical needs. For this reason, the disabilities will be discussed together with the adaptations centering around the removal of architectural barriers. Also included in the following discussion are several general and specific approaches for the teacher to use when working with these disability groups.

General Considerations

When working with these children in the classroom situation, the teacher must remember that unless brain damage is involved, learning procedures need not differ significantly from those used with non-handicapped students.

Frequently, the handicapped child has been overprotected by his parents, lacks some of the basic experiences other children enjoy, has missed valuable school time, and functions at a reduced speed. In addition, he often displays

Specific Classroom Adaptations - Changes in Physical Facilities

When planning the physical arrangements of a classroom for orthopedically handicapped students, remember that:

(1) These children should not work near places of intense heat and humidity because infections and sores may develop.

(2) The students should be able to work in places where there is no danger of slipping or tripping, hazardous moving objects, or moving surfaces.

(3) The classroom and equipment should be designed to allow freedom of movement and independent living. It may be necessary to:

a. Remove any unnecessary desks to make room for wheelchairs.

b. Modify the furniture to provide for the comfort of a child with braces (e.g., adjust seats to turn to the side so that a child with braces can sit more easily, provide footrests, add hinged extensions to the desks with a cutout for the child with poor sitting balance).

c. Place rubber mats over slippery sections of the floor if non-skid floors are not installed.

d. Provide handrails where needed.

e. Cover all protruding corners with rounded padding to prevent accidents.

f. Provide protected coat hooks.

g. Eliminate protruding obstacles over which the child might trip.

h. Remove all architectural barriers.

Implications for Career Education

Studies have indicated that handicapped persons are not limited in employment so much by their disabilities as they are by their own and their employer's perceptions of their disabilities. These perceptions are learned attitudinal barriers based on myths concerning the handicapped. Many employers feel that hiring handicapped workers will jeopardize the company's safety records or skyrocket insurance rates, or that handicapped people will not be as productive as unimpaired workers. Research has indicated that all of these assumptions are false.

Other barriers are architectural. Although laws have been enacted which require buildings to be designed for accessibility, many older buildings are not, and will not be, adapted. Therefore, the handicapped person is not able to work in these buildings.

Unless the individual has some personal means of getting to work, he is also limited by transportation barriers. Many cities do not have buses or cabs which are accessible and, although some have vans available, the cost is usually too high for the individual to afford on a daily basis.

a low self-image, immature attitudes, and dependence in relationships which interfere with work performance. The teacher must take these limitations into consideration by allowing more time for activities to be completed and by teaching skills which use remaining functions and abilities the child possesses. Adjustments in programs of study concerning the area of vocational and social competence need to be made for those with permanent disabilities.

The teacher must also attempt to eradicate the prejudices of other children in the classroom if integration is to be successful. He should enthusiastically provide encouragement and help expand the child's social horizons by facilitating his contact with non-handicapped peers as much as possible.

Specific Approaches

When a teacher is developing competency-based instructional materials or learning centers for children with orthopedic handicaps and other health impairments, he should take time to consider the following approaches and adaptations:

(1) Energy requirements for participating in various physical and mental activities and the limited respiratory reserve of each child must be considered at all times.

(2) Activities should center on helping the child achieve positive attitudes toward his body, self, prosthesis, and abilities. These will, in turn, help each child make those all-important adjustments toward integration.

(3) The limitations of each child should be incorporated into his pattern of living with a minimum of interference.

(4) Activities in which the child achieves some degree of success should be used.

(5) Play areas and learning centers should be planned to accommodate wheelchairs and braces.

(6) Desks should be high enough so that wheelchairs can fit under them.

(7) Chalkboards and display boards should be low enough for students to reach.

(8) Classroom materials should be kept at a level which makes them accessible for use.

(9) Writing or drawing paper should be taped to the desk to prevent slipping.

(10) Some means of keeping pencils and crayons from falling to the floor should be devised.

(11) Book holders or mechanical page turners should be provided.

(12) Recorders, cassettes, talking books, communication boards, overhead projectors, and filmstrip projectors should be used.

(13) Typewriters may be used by cerebral palsy students for writing.

Handicapped persons with mobility problems need to be aware of the attitudinal, architectural, and transportational barriers that will face them when they enter the job market. A career education program should help each student determine how he is personally affected by these barriers and help him make the proper adjustments toward becoming a productive and contributing member of the working population.

VISUALLY IMPAIRED

The term "visually impaired" refers to individuals both partially sighted and totally blind. A partially sighted individual has a visual acuity between 20/70 and 20/200 in the better eye after all medical and optical care has been provided. An individual is classified as legally blind if he has a visual acuity of 20/200 or less in the better eye after all medical and optical care has been provided. However, the legal definition of blindness is not always useful from an educational point of view because many individuals with a visual acuity of 20/200 or less can see well enough to utilize special education media and equipment. Visual impairments, therefore, exist along a continuum from the total loss of vision to the ability to read large print, with numerous individual differences present.

Visual impairment may be either congenital (i.e., present from birth) or adventitious (i.e., occuring after birth). The four major causes of blindness are: (1) prenatal, hereditary and congenital causes; (2) cataracts; (3) glaucoma; and (4) diabetes.

General Considerations

Man's sensory receptor system allows him to have impressions, knowledge, and perceptions of his enviornment. The five senses are interrelated with several or all of the sense organs transmitting sensations to the brain simultaneously. Sight is very important because it ties the other sensations together. Thus, the loss or impairment of vision is a severe loss that interrupts one's normal means of learning, making choices, moving from place to place, and communicating with others.

The visually impaired individual does not, as is sometimes assumed, develop supernatural sensory awareness with his other sense organs. However, greater skill and awareness in the use of other normal sense receptors is sometimes developed. The visually impaired individual often uses auditory cues to guide his mobility, and to help with recognition of places and persons. Most of the visually impaired person's contact with the environment, however, comes through the tactile sensory receptors.

The lack of mobility that frequently results from visual impairment can affect the control of gross and fine muscle movement. This limitation can affect posture and make the individual's movements awkward, clumsy, stiff, and erratic. Mobility and coordination are two very important variables affecting both an individual's ability to perform

jobs and, consequently, his career choice.

Psychological and social factors greatly influence the visually impaired individual's adjustment. Studies indicate that when both psychological and social factors are favorable, visual impairment may not cause maladjustment. An important point to remember is that psychological and social factors do not exist independently; rather, they are interrelated. Because social skills are quite important in the choice of a career, the visually impaired individual should attempt to develop these skills.

Lack of vision and the resulting restrictions on an individual's mobility can cause dependency and feelings of inferiority. These feelings, in turn, may be compounded by the impaired person's fear, anxiety, and frustration associated with novel situations in the world around him.

Research has determined that attitudes present in the sighted population greatly influence the self-concept and adjustment of visually impaired individuals. Frequently, society's prejudice and misconceptions concerning the visually impaired subject them to pity, isolation, or an inferior social status. Many parents fearfully restrict the visually impaired child's independence, thus, limiting his opportunity to explore and learn.

Visual impairment itself does not usually cause maladjustment. Most maladjustment of the visually impaired results from a lack of understanding, respect, and love accorded the individual rather than the lack of visual experience per se.

Implications for Career Education

When designing a career education program for the visually impaired, it is imperative that the basic tasks necessary for normal daily living be considered, in addition to career preparation. Many basic tasks such as reading, writing, counting, measuring, independent travel, and the ability to organize and keep track of material possessions, can be performed by the visually impaired. However, the methods of accomplishing these tasks may require more time, concentration, exertion, and tension. Proficiency in these tasks will determine career choices available to the student and, therefore, must be stressed along with career education.

In addition to teaching visually impaired students the skills necessary for daily living, it is imperative that their self-confidence be improved. This process begins with the student's acceptance of blindness and the conviction that he should lead a normal life. It is also important for the student to develop social skills which are necessary for everyday adjustment and for success in any chosen career.

Although realistic careers should be presented to the students for consideration, it is important not to stereotype career choices. A wide variety of careers should be presented to the students, with each student assessing his abilities in relation to the skills necessary to perform successfully in different careers. Novel career possibilities should be considered at all times.

When developing a career education curriculum for the visually impaired,

there are five general principles to remember:

(1) Individualization: The career education program must be fitted to the particular needs of each student. The degree of impairment, age, home background, and special teaching problems should be evaluated in each case.

(2) Concreteness: So that he might better understand the world about him, the visually impaired individual should be presented with concrete objects to touch and manipulate. Through tactile experience, the student can learn about shape, size, weight, hardness, surface qualities, pliability, and temperature. The learning center approach is an excellent means of presenting materials in this manner.

(3) Unified Instruction: Visual experience tends to unify knowledge. It is, therefore, necessary to bring "wholes" into perspective for the visually impaired student through actual concrete experiences unified through explanation and sequencing.

(4) Additional Stimulation: The visually impaired student often lives in a restricted world. He can be oriented to a wider environment through exploratory behavior developed by systematic stimulation and the introduction of novel stimuli. When possible, field trips to the actual work environment should be made, or simulated activities should be developed that approximate the actual duties required by a career.

(5) Self-activity: In order to learn about his environment, it is necessary for the visually impaired student to initiate self-activity. A sense of independence should be promoted through opportunities for the student to do things for himself. Again, the learning center approach is an excellent one which requires self-motivation and affords the student numerous opportunities for self-motivated activities.

Specific Classroom Instructions

When developing the career education units and competency-based materials, the learning centers should be arranged in such a way that visually impaired individuals can move about and find places easily. Keep the following points in mind:

- Mobility must be stressed at all times so the individual can gain independence.
- Adequate lighting in the classroom is a necessity, and illumination must be free from glare and direct sunlight.
- The teacher should use materials and methods in special ways such as having the student move closer to the chalkboard or encouraging the student to work on materials he does not think he can see clearly. Auditory and tactile aids to perception should be used.
- The student should be encouraged to join group activities.
- The following factors should be evaluated in each student: mobility skills, sensory skills, interests, activities of daily living, and psychological adjustment.

. The following list presents materials, equipment, and classroom aids recommended for use with the visually impaired.

(1) Books with large print

(2) Talking books on tapes, cassettes, and records

(3) Braille books, typewriter, Braillewriter machine, or special slates and styluses

(4) Movable and adjustable desks

(5) Gray or gray-green chalkboards which reflect more light and contrast well with chalk

(6) Special paper with color and textures to facilitate easier reading

(7) Typewriters with large type

(8) Special maps and globes with raised relief surfaces

(9) Projection equipment which will enlarge reading materials, maps, and charts

(10) Phonographs, tape recorders, and dictaphones

(11) Computer-related machines which are fed printed materials and respond with either audio or tactile output

(12) Laser scanner, which is a cane that detects obstacles and transmits this information to the handgrip

(13) Impulse lense which is attached to the chest and detects obstacles

EMOTIONALLY DISTURBED

Emotionally disturbed children fit into a number of psychological categories, each with its own etiology and symptoms. Generally, a child is considered to be emotionally disturbed when his reactions to everyday life are so personally unrewarding and so inappropriate that they are unacceptable to his peers and to adults.

Common diagnostic categories include: autism, obsessive-compulsive, depressive, withdrawal, and negativism. Some of the accompanying symptoms, such as fear, anxiety, and the tendency to daydream, may be difficult to detect and may go unnoticed by the teacher. However, most emotionally disturbed children eventually display disruptive, acting out behaviors.

Dunn (1963) has stated that from the educator's perspective, a child is disturbed when his behavior is so inappropriate that regular class attendance (1) would be disruptive for the rest of the class, (2) would place undue pressure on the teacher, or (3) would further complicate the child's emotional disturbances. It is imperative that the teacher learn as much as possible regarding the individual child and the nature of his problem. This knowledge will allow the teacher to better interpret the behavior, to reduce it where possible, and to communicate with other professional personnel regarding treatment.

General Considerations

A number of approaches are used to treat the emotionally disturbed child. Because there is no consensus among psychiatrists and educators regarding the superiority of any approach, cases are treated on an individual basis. In the following section, some of the better known approaches are presented. For a more detailed account of these approaches, the reader is referred to the original sources.

One method of dealing with emotionally disturbed children is the "psychoeducational approach", which allows the teacher to use psychiatric data along with educational diagnostic tests to plan an individualized program for each student. A treatment plan is developed that includes the kind of relationship to be established with the child, behavioral limits, and how the curriculum will be designed.

The "interference method", developed originally for brain-damaged children, requires a highly structured environment. Basic techniques used are control of stimulus, reduction of social activities, and assignment of specific educational tasks. Proponents of this approach find that increased order and control in these children's lives improves their ability to learn.

A third approach is somewhere in between the first two. Proposed by William Rhodes, this method emphasizes building on the positive forces in the child rather than dealing with the negative--repressing bad energies by releasing good ones. Learning activities are specifically designed to emphasize the child's own capabilities in areas similar to those in which he has emotional difficulty. Obviously, this approach requires the same individual attention in curriculum planning and operation as the psychoeducational and interference methods do.

It is important that the teacher become the manager, not the managed, in the classroom for emotionally disturbed children. Manipulative behavior on the children's part must be controlled and rules and schedules established. Behavior modification is a popular method that is frequently used to control and manage the behavior of emotionally disturbed students. While control of the classroom is important, the teacher must also develop good rapport with the students which will enhance their sense of pleasure in learning.

Many emotionally disturbed students are academically retarded, with reading often being a problem. Each student's attention span may vary from day to day and from other student's attention spans, thus making group activities difficult. At the elementary level, material presented using the unit approach is usually appealing to this type of student as a variety of activities are used and the period of time devoted to the unit is not too long.

Specific Classroom Approaches

Teaching techniques for the emotionally disturbed are extremely varied. The Rhodes approach and the interference approach both involve very specific classroom procedures. The psychoeducational approach suggests no particular technique, but rather encourages the teacher to be

unsystematic, if necessary, and to individualize all materials within a unit. All three of the approaches require team-teaching and continuing evaluation of the student's progress by qualified specialists.

Haring and Phillips (1962) have suggested several practical methods and procedures to use each day in the classroom:

(1) Get the child down to work immediately upon entrance into the classroom, thereby precluding a period of excitement, "horseplay", or daydreaming.

(2) Have an assignment notebook for each child in which the actual assignments and the times devoted to each are indicated.

(3) Let every child know that he has an assignment notebook to work from daily.

(4) Expect the child to offer protests now and then, but be prepared to meet objections.

(5) Be equally ready to offer support and reward for work acceptably done.

(6) Never "attack" the child as a person; center corrections on actual tasks.

(7) View behavior as a task-centered effort; think of the daily plan as applying to social interpersonal, and educational activities, but with the educational activities playing the larger role.

(8) Evaluate the child's educational growth often enough to keep fully abreast of his progress.

(9) Assume that the child's knowledge of his progress must come from you as a teacher and from standard and formal evaluations of his progress, as well as from his own self-knowledge.

(10) Realize that as the child progresses educationally, he will also grow in the social-emotional areas because he is operating as an integrated unit.

(11) Think of emotion as a by-product of successful functioning; improve emotional responses by setting up tasks in clear, firm, consistent ways so that success is likely because it is based on realistic goals.

Implications for Career Education

When preparing learning center units or competency-based materials for emotionally disturbed children in career education, Rhodes' experiences provide excellent cues for the classroom teacher. He states that activities should produce exciting new experiences for the student that relate to and involve motives such as adventure, conquest, achievement, exploration, and discovery. Learning should be an active process in which the student has to do something with materials, conditions, and surroundings that engage as many sensory channels as possible. Activities should be developed to take advantage of goals

which the child cherishes and which can be culturally tolerated. Lessons should allow the natural and immediate consequences of the activity in which the student is engaging to occur. It is also important that the learning activity be compatible with the child's present level of ability and accomplishment.

Research into vocational rehabilitation of the emotionally disturbed has produced some direction for a career education curriculum. A study at the Cincinnati Jewish Vocational Service found motivation to be the most vital element of a career education program. "The important aspect was whether work had or could be made to have positive meaning to the individual in terms of enduring work motivations. Self-realization, self-identification, self-enhancement, and social participation appeared to be the basic inducements to work." (Wright and Trotter, 1968). Both of these findings support the emphasis on self-awareness and socialization areas in the educational objectives that are part of the Career Education Program Model.

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CHAPTER 6
Developing Non-Classroom Components of the Model

A successful career education program requires a variety of approaches to facilitate the career development of its participants. For the proposed program model presented in this publication, the approaches include the learning centers, discussions, games, field trips, role playing and other activities which comprise the classroom components of the model, as well as counseling, work evaluation, work-training, job placement, and follow-up service which comprise the non-classroom components of the model. This chapter focuses on the non-classroom components of the model; their purpose, suggested methods of implementation, and recommended staffing. In addition, a discussion of two essential supportive systems is presented. These supportive systems are the record keeping and occupational information systems.

COUNSELING

Counseling, working face-to-face with individuals and small groups, is one of the major functions of the school counselor. From elementary through high school, counseling is needed to help students adjust to their education programs, deal with problems of a personal nature, and make decisions when various choice points are reached. Effective counseling requires the skills and knowledge of a professional. Therefore, career counseling, which is one facet of the school counseling program, should be the delegated responsibility of the school counselor.

Unfortunately, the vast majority of school counselors lack the training and knowledge necessary for counseling with handicapped students. This deficiency needs to be corrected before an effective counseling program can be instituted. However, it is not within the scope or purpose of this publication to delineate the training needs or techniques which are used in counseling with the handicapped. Rather, the discussion is limited to the recommended uses of counseling in career education. The reader interested in specific techniques is referred to Vocational Preparation of Retarded Citizens (Brolin, 1976) and the many references included in its vocational counseling chapter.

Counseling is used for many purposes during the 13 year span of the career education program model. During the awareness phase, career counseling is not a mandatory part of the program, primarily because many elementary schools do not have a counselor. However, if a counselor is available, his services would be a desirable addition to the career education program. Individual counseling could be used as a means of helping elementary school students with special problems regarding self-understanding, work habits, social skills, and other career-related areas when these problems cannot be handled in the classroom. In addition, small group counseling would be beneficial in preparing students for the transition to the career orientation program.

During the orientation phase, group counseling and guidance is mandatory for adequate career development. Group

sessions should focus on acquiring and practicing decision making skills, as well as other developmental types of activities which will further prepare the student for exploratory activities.

During the exploration and preparation phases, career counseling is also a mandatory part of the program. Small group and individual counseling sessions are used to help students make decisions concerning career choices and appropriate courses of study. Individual counseling sessions are then required to assess student progress, adjustment, and satisfaction with the program and, if necessary, to arrange for alternate plans. During work training, weekly group and individual sessions are needed to assist students with problems encountered while on the job and to help them finalize plans for the future. After graduation, further counseling is needed to ensure that the student can satisfactorily make the transition from school to work.

Basically, the types of counseling which need to be offered through the school counselor's office when a career education program is functional include:

1. Individual counseling
   - A. Developmental
     1. social, personal, school, and home adjustment
     2. career decision making
     3. educational planning
     4. work adjustment
   - B. Remedial
     1. academic, personality, and disciplinary problems
     2. reassessment of vocational and educational plans when problems arise

2. Small group counseling
   - A. Developmental
     1. school, social and home adjustment
     2. dealing with attitudinal barriers pertaining to handicapped individuals
     3. peer relationships and work relationships
     4. orientations to career education program at the beginning of phases
     5. work adjustment
   - B. Remedial
     1. academic, personality, and disciplinary problems
     2. inappropriate work concepts and attitudes

3. Parent Counseling
   - A. General development
     1. understanding developmental needs of their children
     2. awareness of special problems and possible solutions
   - B. Career development
     1. understanding of career education program; activities and purposes
     2. understanding career development needs of their children
     3. providing support condusive to career development

Although these services are provided through the counseling office, teachers need to be aware of the scope and purpose of the counseling program so that their students can be appropriately involved. In addition, teachers and counselors may find it beneficial to combine their efforts for many of the developmental activities so that adequate reinforcement of learning can be accomplished.

Counseling for Career Decision-Making

At the beginning of the exploration phase, all students are required to participate in a counseling program. The purposes of the program are two-fold: (1) to orient the student to the total high school career education program, and (2) to help the student narrow his career choices and formulate an appropriate high school course of study. It is recommended that the counseling program be presented in three parts: (1) a small group orientation session, (2) work evaluation sessions, and (3) an individual decision-making session.

The small group orientation session should be presented by the counselor to approximately six to ten students at a time. Topics covered during the session should include:

1. an overview of the high school career education program
2. a description of the content and purpose of the mini-course
3. the necessity of formulating a tentative career choice and educational plan prior to beginning eleventh grade
4. the high school program and supportive services for students who choose careers which require post-high school education or training
5. the high school program and supportive services available to students who plan to enter the job market immediately after graduation from high school
6. an explanation of the student's responsibilities in the career education program

Through discussion and feedback, the counselor should ensure that each student in the group understands the options open to him and the decisions he must make in order to benefit from the career education program.

After the orientation session, evaluation and testing sessions should be conducted with each student. The purpose of the evaluation and testing sessions is to collect data on the student's career interests and aptitudes which are not available in his file. Before administering the tests or inventories, the evaluator should discuss the purposes of the tests with the student and respond to the student's feelings about the use of testing in general and of certain instruments in particular. It should be further explained that test results will be discussed with the student in the individual counseling session. Evaluation and testing is discussed in more detail in the following section.

Following the group orientation session and the evaluation sessions, each student should be seen by the counselor in an individual counseling session. The central focus of this session is to help the student formulate a career choice or develop a plan which will enable him to form a career choice. During the interview, a number of factors should be brought out, discussed, and assessed, including:

1. the student's achievements, test scores, hobbies, parental attitudes, motivations, values, and career preferences

2. the student's knowledge of career options open to him

3. the need to further explore certain career areas through mini-courses

The counselor should be aware that the handicapped student who has not had an adequate career awareness and orientation program may lack a realistic understanding of his own interests and potential and may have a very limited knowledge of careers. For this student, further intensive developmental counseling and remedial work in career orientation should be scheduled. However, the student who has participated in a career awareness and orientation program designed specifically for the handicapped, should have acquired sufficient self-understanding, career knowledge, and decision making skills to enable him to narrow his career choices to three or four career areas. During his counseling session, appropriate mini-courses and general courses which are supportive of his career interests should be selected.

Upon rare occasions, the counselor may encounter a student who has made a firm career decision prior to career exploration which is based on sound and mature judgement. The counselor should encourage the student to participate in a career exploration mini-course pertaining to his career choice. The mini-courses are designed not only to help students make career choices, but also to provide opportunities for them to learn and try out various tasks pertaining to the careers being studied. Thus, all students can benefit from participating in the mini-courses.

Depending on whether the school system uses a nine-week or a semester schedule, further career decision making counseling will take place after the completion of every one or two mini-courses. During these counseling sessions, the student and counselor should explore the effect the mini-course had on the student's career plans. Rejected career areas should be analyzed for factors which influenced their rejection, and career areas with possibilities should be discussed to determine their desirable aspects. In all such discussions, the counselor's role is to help the student become aware of (1) his criteria for selecting a career area, (2) the other factors which can affect a career choice, and (3) the possible consequences of his choice. To facilitate decision making, the counselor should make the student aware that the career choice made during career exploration does not need to be for a specific career, but for a career area. Furthermore, the student should know that his choice is not final or irreversible. Changes can be made if the student finds that he is not satisfied with his chosen career area.

Once a career decision is reached, the student and counselor should formulate a course of study which will help prepare the student for his chosen field. For example, if the student decides he is interested in an entry level position in the area of recreation leadership, his program in high school would include communication courses, some basic math, first aid, physical education, and

possibly some home economics courses dealing with child care. Psychology or sociology would also be helpful. These courses would be scheduled in addition to the specific work training courses.

The high school career preparation program serves two major purposes: (1) to prepare the student for his chosen career area or for further education or training, and (2) to provide the student with the opportunity to try out his career choice under controlled conditions. Once into a planned course of study, a student may find that the skills and knowledge required for his selected career area are not interesting to him or within his capabilities. If this situation arises, further career decision making counseling should be made available to the student.

Vocational Evaluation

Vocational evaluation is a systematic process through which data is collected which can be used (1) to predict occupational areas and levels where success might be achieved and (2) to identify knowledge and skill areas which need to be focused on in the individual's work preparatory program. Basically, there are seven areas in which predictive and diagnostic data are needed. They are:

1. Life-situation parameters--Home and family situation, economic status, and physical/medical status
2. General employability parameters--Ability to make independent career choices, ability to live independently, and local mobility factors
3. Basic cognitive parameters--Language, mathematics, and perceptual reasoning abilities
4. Interest, attitude, and motivation parameters--Interest in specific occupations or broad areas of work, preference for certain activities, and motivation for work
5. Aptitude and achievement parameters--Academic aptitudes as well as specific occupational aptitudes such as in mechanical or human relations areas; proficiency in school subjects, vocational skills, or other areas
6. Pyschomotor and physical parameters--Motor coordination; dexterity; control operations; reaction speed and steadiness; strength; climbing and balancing skills; stooping, kneeling, crouching, and crawling abilities; reaching, handling, and fingering skills
7. Personality and temperament parameters--Self-concept, values, needs, ways of relating to others, and ability to adjust to physical surroundings and situations

There are four major methodologies which should be used to acquire the appropriate data: intake and counseling interviews, standardized vocational tests and inventories, work/job samples, and situational assessment. A good overview of these methods and a discussion of their advantages and disadvantages can be

found in Vocational Evaluation: Articles and Outlines (Newman, undated). Further discussion pertaining to their use with the mentally retarded can be found in Vocational Preparation of Retarded Citizens (Brolin, 1976).

Vocational evaluation should be partly the responsibility of the school career counselor. However, because of inadequate time, facilities, and equipment, the counselor cannot be expected to collect all of the necessary data by himself. Therefore, arrangements should be made with a local rehabilitation or evaluation center to conduct the majority of assessment procedures. An examplary program of this nature exists in Clearwater, Florida. Vocational rehabilitation, local schools, a drug rehabilitation program, and special education schools refer their clients and students to the Pinellas Vocational Technical Work Evaluation Center Institute. The center, which evaluates approximately 690 students a year, has the personnel and physical resources to provide comprehensive work evaluation, which none of the referring agencies could possibly handle alone (Parker and others, 1975).

Although teachers will probably not be involved in the actual work evaluation process, they should be familiar with the type of data which is available and the type of assessment procedures which are used so that they can appropriately use the data in planning training programs. In the following table, various approaches for data collection in each of the assessment parameters are given.

VOCATIONAL EVALUATION

Parameter	Possible Methods for Assessment
1. Life Situation	
a. Home and Family	interview with parents and student, school records
b. Economic Status	interview with parents and student, school records
c. Physical/Medical Status	medical report by physician

2. General Employability	
a. Independent Decision-Making	teachers' reports, observation during interview with student, McDonald Vocational Capacity Profile Sheet on other standardized profile analysis form
b. Independent Living	teachers' reports, interview with student and parents, standardized profile analysis form
c. Local Mobility	interview with parents and students, teachers' reports, standardized profile analysis form
3. Cognitive	
a. Language	school achievement records, observations during interview, teachers' reports, Standford Achievement Test (SAT), Basic Occupational Literacy Test (BOLT), verbal aptitude section of the General Aptitude Test Battery (GATB) or the Non-reading Aptitude Test Battery (NATB)
b. Mathematics	school achievement records, problem-solving observations during interview, teachers' reports, SAT, BOLT, numerical aptitude section of the GATB or NATB
c. Perceptual Reasoning	records of school performance, teachers' reports, interview responses to questions requiring perceptual reasoning, GATB or NATB sections on perception or clerical perception, GATB or NATB spatial aptitude section

4. Interests, Attitudes and Motivation	
a. Interests	interviews with student; hobbies; interest inventories such as the Strong Vocational Interest Blank (SVIB), Occupational Interest Survey (OIS), Minnesota Vocational Interest Inventory (MVII), the Ohio Vocational Interest Survey (OVIS), and VISA
b. Attitudes	interviews, teachers' reports of school performance, and standardized attitude measures
c. Motivation	interview with student, teachers' reports, after school and summer work experiences, hobbies
5. Occupational Aptitudes	
a. Mechanical-Structural	work samples, school records, achievement tests, and interview
b. Electrical	work samples, school records, achievement tests, and interview
c. Biological	school academic records, achievement tests, and interview
d. Chemical	school academic records, achievement tests, and interview
e. Human Relations	observation of interpersonal behavior by teacher, parents, and counselor; situational work assessment; Vineland Social Maturity Scale

6. Psychomotor and Physical	
a. Basic Motor Coordination	school records, motor coordination profile of the GATB or NATB, work samples, and situational work assessment
b. Dexterity	finger dexterity and manual dexterity profiles of GATB or NATB, school records, work samples, and situational work assessment
c. Control Operations	information from driver training if available, work samples, simulation tests, teacher reports
d. Reaction Speed and Steadiness	work samples, simulation tests, observation
e. Strength	school records on physical fitness, medical reports, self-report by student, evaluation by a physical therapist
f. Climbing and Balancing	school records on performance in standardized physical fitness tests, interviews, observation, physical therapist evaluation
g. Stooping, Kneeling, Crouching, and Crawling	physical fitness report, physical therapist evaluation
h. Reaching, Handling, and Fingering	physical fitness report, physical therapist or medical report, observation during interview, work samples, self-report by student
7. Personality and Temperament	
a. Values, Needs, Prestige, Ranking, and Self-Concept	paper and pencil inventories, projective tests, situational tests, and unstructured self-report; occupational interests and personality measured by Holland's VAI and Meyers-Briggs Type Indicator

b. Temperament	situational assessment, teachers' reports, interview with parents, school records, self-report by student

WORK ADJUSTMENT COUNSELING

Work adjustment denotes the process through which vocational and vocational-related behaviors are changed so that they are compatible with the demands of the work situation. Work adjustment is accomplished through counseling, classroom instruction, and situational work. For those individuals who need it, work adjustment should begin shortly after the student begins the career exploration phase of the program. The school career counselor and the work evaluator will usually decide for whom work adjustment is appropriate. The coordination of the work adjustment program could be assumed by either of these professionals.

According to Brolin (1976), the primary functions of counseling in the work adjustment program are:

1. Specifying to the client his assets and the deficiencies that need correction
2. Determining with the client methods of improving these deficiencies
3. Discussing with the client his progress and satisfaction with the program
4. Handling any confusions and misunderstandings about the client's work program
5. Discussing problems and behaviors that have arisen in the work adjustment setting
6. Discussing how these problems can be handled
7. Determining meaningful incentives to the client that will motivate him and elicit his utmost cooperation
8. Determining if the client's work adjustment program needs to be redirected, extended, or terminated
9. Handling personal problems and concerns of the client in his nonvocational life
10. Working with the client's family and others who can help facilitate the client's adjustment (p. 127).

Individual counseling as well as group counseling should be used in work adjustment. The career counselor or work evaluator should be responsible for the majority of counseling. However, when the student begins work training, the work supervisor can assume some of the counseling responsibilities, particularly those which take place in group meetings.

WORK TRAINING

The term "work training" refers to the on-the-job training segment of the career education program which occurs in the career preparation phase. For this segment of the program to be functional, several procedures must be designed and coordinated: (1) development of the content and guidelines for the work training program; (2) contracting with employers for their establishments to serve as work training sites; (3) training of on-site supervisory (employers or their representatives); (4) selecting and training of school work training supervisors; (5) placement of students at work training sites; and (6) evaluation of the student, the on-site supervision, the school supervision, and the total work training program.

The content of the work training program should consist of activities designed to enable students to reach the performance levels dictated by the behavioral objectives for the program. The behavioral objectives and the activities should be designed by an ad hoc committee made up of teachers, employers, and counselors, and should be based on the results of a job analysis.

The guidelines for the work training program should also be developed by the ad hoc committee. The guidelines should spell out the student's, employer's, and school's responsibility to the program.

Such items as transportation to and from the work training site; student payment (if any); and forms, reports, and other paperwork should be detailed in the guidelines. In addition, the intent of the program should be clearly spelled out to circumvent misunderstandings which may arise later. Misuse of student labor is one of the major problems associated with work training, practicum, and fieldwork programs. Employers and students often misinterpret the student's role as being that of an employee. To prevent this misunderstanding, the guidelines should be clearly and firmly stated.

Once the content and guidelines for the program are established, employers who meet specified criteria should be contacted to secure their cooperation in the program. It is advisable to draw up an official contract with the employer. The contract should state the length of the agreement and the number of students who can be accepted for training. The employer should agree to abide by the guidelines set up by the school and should designate one person to act as the on-site supervisor. The school, in turn, should agree to provide training for the on-site supervisor and to take the major responsibility for coordinating the student's program.

The placement of a given student at a work training site should be carefully considered to ensure that such a placement will provide the type of work experience the student needs and wants. Prior to finalizing the placement decision, the student should be interviewed by his prospective "employer." An attempt should be made to use this opportunity as a practice session for an actual employment interview.

If the placement is agreed to by both the employer and the student, then the

school supervisor should be contacted to make final arrangements for the placement. Appropriate forms must be completed, the student's work schedule needs to be developed, and a counseling schedule should be worked out.

The school supervisor of work training students should be assigned to six to ten students per semester. The supervisor's duties include: (1) visiting students at their work site once a week to observe their progress, to check with their employer, and to handle any major problems which may arise; (2) guiding a group meeting each week at the school in which work training students share their experiences and discuss mutual problems; and (3) completing the detailed paperwork concerning students involved in the work training program. The school supervisor should work closely with other career education personnel to coordinate the work training program with the other programs in which the students are involved.

JOB PLACEMENT SERVICE

The longitudinal, systematic career education process, designed to develop positive work attitudes, promote self-understanding, and facilitate decision-making and formulation of career goals, is not complete until career goals are implemented. This section explores the final step necessary to aid the student in the implementation of his career goals, that is, the job placement service.

The job placement service should provide the link between the school environment and the world of work. Frequently, the student makes a career decision but has difficulty in identifying a specific job in the community to which he could apply, or needs help in making application or adjusting to the work situation. If no one is there to guide the student and help bridge the gap between school and work, the student may make an inappropriate job choice or simply take any job available.

Considering the amount of data the school has collected on each student, it is the most logical agency to help him make an appropriate job choice. In the process of assisting with placement, the school can follow-up to make sure placement and training are appropriate, and it can aid the student in the transition from sheltered school life to the world of work. Job placement records and information can provide data for evaluation of the career education curriculum, as well as support for continuation of the program. Thus, if the career education process is to be complete, the school should provide a job placement service to guide the student in attaining his career goals.

Organizing the Job Placement Service

The extent of the job placement service will depend on the needs and characteristics of the students, school, and community. No one job placement system or model would be appropriate for all schools. The size, location, and staff of the school; community resources; and availability of state and local employment or Vocational Rehabilitation personnel or services are all factors

which will determine the extent of the school's role in job placement.

The community occupational survey and job analysis, conducted prior to developing the career education program, will provide some of the information necessary to design the initial job placement service. However, the placement coordinator will have the responsibility for assessing the availability and extent of state and local employment services. The availability of Vocational Rehabilitation Services will also play a vital role in the organization and scope of the school's job placement service.

A larger school district in an urban area will require a more intricate plan of operation than a smaller school district in a rural community. In any case, the person responsible for coordinating the job placement service, particularly for the handicapped, will have to maintain the strong community support established at the onset of the total career education program. The placement service coordinator will be responsible for continual education of the employers and community regarding the abilities of the students being trained, as well as the values of the job placement service and the importance of cooperation and communication if the job placement service is to be effective. In other words, the job placement coordinator will have to be a "community relations specialist" in the process of coordinating the job placement service.

A coordinated plan or system for job placement is the recommended approach to use in providing this service. Such a plan combines the efforts of teachers, counselors, and support personnel of the school with outside services such as Vocational Rehabilitation and state employment services. A coordinated system maintains a central job placement office to oversee all activities and information, but that office is not necessarily responsible for the actual placement of students. The counseling and guidance staff, special education teachers, vocational education instructors, and Vocational Rehabilitation personnel can all play a vital role in job placement service. A separate job placement staff is not necessary. However, one person should be designated as the job placement coordinator to ensure a thorough dissemination of information and to avoid duplication of efforts and services

The use of a coordinated job placement system is particularly appropriate when considering the handicapped student's needs. A brief explanation of services offered by the U.S. Office of Vocational Rehabilitation may underscore the importance of cooperation with, and utilization of, Vocational Rehabilitation Services.

The Office of Vocational Rehabilitation Services provides federal monies for counselors to work with the schools. The availability of a Vocational Rehabilitation counselor will depend on the size and location of the school district. In a larger school district, a Vocational Rehabilitation counselor may actually be assigned to each school and handle only that school's referrals, while in a rural area, a counselor may be responsible for more than one school district. In any case, Vocational Rehabilitation Services should be

available in any situation where (1) the student has a disability, (2) the disability is a vocational handicap (Vocational Rehabilitation will pay for diagnostic tests), and (3) training will help the student to become employable. Vocational Rehabilitation provides financial assistance for training students, but never pays the student directly. Once the student is employed, follow-up continues for one to three months; and the Vocational Rehabilitation counselor will reopen a case if necessary.

This is only a brief sketch of the services provided by the U.S. Office of Vocational Rehabilitation. Services differ in each state. Anyone implementing a career education program for the handicapped should contact his state Office of Vocational Rehabilitation for complete details about local services.

Staffing the Placement Service

As mentioned earlier in this chapter, a separate placement staff is not always necessary. However, if there is allowance for a new position, a full-time coordinator should be hired to be responsible for directing placement activities. Factors such as training, interest, experience in business or industry, and familiarity with handicapping conditions should be considered when selecting staff to participate in job placement activities. The placement coordinator and support personnel, i.e., a librarian and the clerical wokers, should make up the basic placement service staff. Special and vocational education teachers, counselors, Vocational Rehabilitation personnel, and state and local employment personnel would be considered auxiliary staff.

The most effective student-to-staff ratio has yet to be determined, but it is likely that hiring additional staff members would be necessitated by increased job placement responsibilities. The amount of time and effort required from the placement staff will be determined by the number of students seeking jobs, the cooperation of employers, and the availability of community placement personnel to help with placement needs.

Providing for Physical Needs

A separate area or office will have to be maintained to house job placement files, records, forms, and other pertinent information. This area need not be elaborate or extensive, but it must be sufficient for the size of the program. The job placement service should be placed in a location that is easily accessible to both students and employers, especially if prospective employers visit the school on a regular basis. One critical need is an adequate telephone system. Employers should have easy access to the job placement service and the placement coordinator will need to maintain good community contact.

Developing Procedures

Certain procedures are basic to the operation of a job placement service.

These procedures include: (1) identifying students in need of job placement, (2) identifying job openings and other job placement agencies, (3) matching students with jobs, (4) performing job analysis and job development tasks, (5) preparing the student for the interview and job, (6) providing follow-up and on-the-job support, and (7) conducting evaluation.

The job placement coordinator, with the assistance of support personnel, will be responsible for coordinating placement activities and designing a plan of operation and a system for recording and filing data. Files and records will have to be maintained on student registrations, job orders, student qualifications and education, job referrals, follow-up and evaluation, and job analysis and job development data. The Newton Program, as described in Tolbert's Counseling for Career Development (1974), offers valuable guidelines for both the planning and operation of the school job placement program.

Performing Job Development Tasks

After the job placement service is in operation and employer relationships are established, job development should begin. Job development is the process of locating new jobs, or persuading employers to modify jobs, to coincide with the abilities of particular students or special groups. The job development process is used extensively in efforts to open up job areas which traditionally have been closed to hard-to-place individuals, either due to lack of knowledge regarding the abilities of handicapped students or because employment requirements are inconsistent with job performance requirements. Job development is a difficult and sensitive subject with many employers and, therefore, will demand a high level of skill on the part of the job developer.

Following are some activities which would be useful in job development.

(1) Analyze the local employment situation by:
   a. working with employers to identify job development opportunities
   b. using Chamber of Commerce and media reports to keep aware of new or future business and industry in the area
   c. selling job development on the basis of manpower development
   d. contacting managerial personnel instrumental in making policy decisions affecting hiring
   e. securing labor union support

(2) Identifying situations with job development potential by:
   a. locating jobs that are suitable for special groups due to limited social contacts, close supervision, or limited judgement requirements
   b. determining discrepancies between employment and job performance requirements
   c. identifying jobs subject to turnover, boredom, and absenteeism problems

(3) Analyze clusters of jobs (see detailed section on job analysis)

(4) Follow up newly defined jobs by supporting both the client and

employer through adjustment stages, and by continuing job development efforts as employers become comfortable with the process

(5) Develop community support by re-educating the general public, employers, and co-workers regarding the abilities of handicapped persons, the benefits of hiring the handicapped, and acceptance of handicapped workers

To avoid duplication of efforts, the job placement coordinator should also be in charge of the job development process. This coordinating effort is not an easy task and will require the experience and skills of a professional who is able to maintain good employer and community relationships.

The Handbook for the Use of Basic Job Skills (1975) provides extensive information designed to assist in expanding the range of jobs for those with limited cognitive skills. The guidelines presented in the book would assist anyone in the job development process.

Developing Follow-up and Evaluation Procedures

Final steps basic to the job placement service are follow-up and evaluation. These steps are important not only to the successful placement of the student, but also to the review and continuation of the job placement service.

Follow-up begins with the student reporting the results of his employment interview to the counselor. The employer relays his decision about hiring the student by simply returning to the job placement service that portion of the referral form which has a space for his decision and any other comments about the interview. Comments from the employer and student provide feedback which would be helpful in preparing other applicants for similar interviews.

Follow-up of a student should begin immediately after placement. On the first day of work, the student should be checked with to ascertain problems which may have occurred in getting to the work site or which may have occurred during the first few hours of being on-the-job. The person responsible for placement should be available to help the student deal with these and other problems which may arise particularly through the first two weeks. Follow-up should continue regularly for three to six months after placement gradually becoming less frequent as transition to work is achieved. Special cases may require continuation of follow-up for a longer period of time. If problems arise after regular follow-up ends, the student should be offered other options for assistance.

Follow-up may be conducted by mail, phone, or visit, with a visit probably being the most effective but also most time-consuming method. The follow-up procedure should not interfere with the employee's work and may have to be conducted outside of actual working hours.

The success of a placement service should not be determined on the basis of rate of employment per se. The student's

interests, capabilities, chances for remaining employed in a particular job area, and his possibilities for advancement should also be considered. Results or comments from the student and/or employer during the follow-up should be accurately and systematically recorded. The amount of time the placement counselor spends on follow-up should also be recorded. These records will provide data regarding the progression of the student, permit evaluation of training and appropriateness of placement, and supply facts for monthly or annual reports.

The process of evaluating the placement service should coincide with overall evaluation of the career education curriculum. However, when evaluating the placement process, several factors should be kept in mind: (1) its effectiveness, (2) imposed requirements, (3) the program's stage of life, (4) comparison of placements using different approaches, and (5) application of the resulting data to improve the service.

The placement coordinator is ultimately responsible for carrying out the evaluation process, but a committee of support and auxiliary personnel should determine the most beneficial evaluation plan. Objectives of the evaluation, data needed, a schedule, and personnel responsible for conducting the evaluation will all need to be determined. The Handbook for the Use of Basic Job Skills (1975) provides guidelines for a detailed evaluation system. After the most feasible evaluation plan has been determined, the data should be collected, results analyzed, and conclusions drawn. Appropriate actions should then be taken to make the necessary adjustments in the job placement service. An evaluation of the placement service should be conducted after the first six months and again after one year of operation. Thereafter, the job placement service should be re-evaluated at the same intervals used to evaluate the total career education curriculum.

THE OCCUPATIONAL INFORMATION SYSTEM

Every school should have an occupational information system, i.e., a standardized procedure for obtaining, filing, and making occupational information available to students, teachers, parents, counselors, and other career education personnel. Since materials required by students, teachers, and counselors vary from phase to phase, it is important to design the information system specifically for the users' needs. Generally, the system should cover the following topical areas:

1. Occupational distributions and trends, nationally and locally
2. Specific occupational information
3. Resource persons and agencies
4. Programs for further education and training

The sophistication of the system will depend on the needs, purposes, and available resources of the school. Some schools may wish to include one of the new computer systems or one of the non-computer pre-packaged systems in addition to publications, subscriptions,

films, and student work materials.

Computer systems are complex and expensive. However, they have the ability to store massive amounts of information and retrieve selected bits instantaneously. In addition, they have the added advantage of being able to bring together and relate numerous distinct pieces of information. Computers are proving to be particularly useful in assisting students with career decision-making. They offer an efficient and rapid way of storing, retrieving, and analyzing information about careers in relation to students' abilities, aptitudes, and interests.

Following is a list of some of the more innovative systems:

- The Information System for Vocational Decisions (ISVD), developed at Harvard by Teideman and associates; presently stored in the ERIC Center in Columbus, Ohio.

- The Counseling Information System (CIS), marketed by Follett Systems, a division of Follett Educational Corporation, 231 East Millbrie, Millbrie, California 94030.

- Computerized Vocational Information System (CVIS), programs and training available from Project CVIS, 1250 S. Ardmore Avenue, Villa Park, Illinois 60181.

- Total Guidance Information Support System (TGISS), currently in operation in the College High School, Bartlesville, Oklahoma, and in Oklahoma State University, Stillwater.

There are also a number of pre-packaged (non-computer) occupational information systems which are presently being developed or are currently on the market. These systems may involve computers for the preparation of the information, but none uses the computer as a central component. Most rely on the use of technical aids such as microfilm, readers, and other audio-visual innovations. Examples of this type of system are:

- The Rochester Career Guidance Project; information is available from the New York State Bureau of Guidance, Albany, New York.

- The VIEW System, developed by the Department of Education, San Diego County, California; information may be obtained from the National Center for Career Information Services, 715 East 7th Street, Bloomington, Indiana 47401, or from Edwin A. Whitfield, Project Director, Career Information Center, Department of Education, San Diego, California 92111.

- Project CAREER, contains career information particularly designed for special education; information available from Project Career, 301 North Main Street, Randolph, Massachusetts 02368.

New systems of this type are being developed regularly. The best source of information about these and other similar systems is the Current Career Literature" section of the Vocational Guidance Quarterly. Additionally, it would be beneficial to check with your state department of education to see if any system is in use in the state which your

school could "plug" into.

Whatever system is implemented, the organization, use of, and continued updating of the system will be an ongoing process. The system itself must be flexible enough to meet changing needs as the career education program develops.

Teachers, counselors, and job placement personnel all have responsibility for contributing and reviewing new information for incorporation into the system. However, one person should coordinate the dissemination and review of new materials, and see that new information is put into the system. A librarian could easily assume this responsibility.

THE RECORD KEEPING SYSTEM

The day-to-day management of a career education program requires careful coordination of many factors in order to ensure an individualized approach. A major component of program management is the maintenance of records and information. At least three different filing systems need to be maintained at the high school level. Two will be sufficient for the lower grades.

For all grade levels, an individual student file should be kept which include the following information on each student:

A. Personal data and school records

B. Evaluative data
   1. Educational
   2. Physical

C. Educational progress
   1. Recommendations
   2. Plan of action
   3. Achievements
   4. Periodic evaluations

D. Career education program
   1. Checklist of behavioral objectives
   2. Recommendations from counseling services
   3. Class selection (e.g., mini-course chosen)
   4. Work training contract and progress reports
   5. Job placement and follow-up reports

It is important that this file be centrally located and accessible to all staff dealing with the student. Special efforts should be made to document all interaction of an evaluative nature and to maintain up-to-date records on each student.

For all grade levels, a record file should also be maintained for curriculum information and materials. All information which might be utilized in curriculum development or implementation should be indexed here and stored in adjacent areas, if possible. This file should contain:

A. Educational objectives checklists

B. Lesson plans
   1. Proposed or sample plans
   2. Completed plans from previous semesters

C. Resource materials
   1. List of available consultants
   2. Published materials (card file)
      a. Student use
      b. Teacher use
   3. Audio-visual materials (card file)
   4. Materials developed by school personnel
   5. Field visit records and recommendations

D. Course descriptions (higher grades only)
   1. Mini-courses
   2. Job training courses
   3. Work training

E. Evaluation data
   1. Course evaluations
   2. Program evaluations
   3. Recommendations and reports

A check-out procedure for these materials will eliminate possible scheduling problems. A central location for all materials will also help ensure their proper return. This location might be the library or a special classroom, resource room, or audio-visual room. If these materials are located in the library, the librarian might serve as resource coordinator, working carefully with the overall coordinator for career education.

On the high school level, a third file will need to be developed. This will be a placement file and should include information gathered in the community survey and job analysis procedures, as well as other materials on the world of work, rehabilitation, and career preparation. In earlier grades, some of these materials would be included in the resource file. At the high school level, the resource file and the placement file may be located in close proximity or they may use duplicate copies of information when needed.

SUMMARY

A comprehensive career education program for the handicapped should utilize a multi-strategy approach which includes counseling, work-training, and job placement, as well as the traditional classroom-based learning experiences. To facilitate coordination of all of these components, teachers, counselors, evaluators, work training supervisors, and placement personnel should have a knowledge and understanding of the purpose and methodologies of the other components. In addition, they should be provided with opportunities to work cooperatively in planning and developing individualized student program which include all of the components.

To implement the non-classroom components of the model, a trained professional staff is necessary. The school system should consider either hiring additional staff or providing existing staff with opportunities for the necessary training. Another alternative is to seek out existing services in the community and to contract for the needed assistance. Perhaps, a combination of all three approaches may be necessary in some school systems.

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CHAPTER 7
Using Occupational Information: The Leisure Occupations

Occupational information is an essential ingredient in any career education program. Even in the early school years, occupational information is needed to help students become aware of the large variety of jobs which exist and to aid them in forming attitudes about work. In the later school years, in-depth occupational information is necessary for making appropriate career choices and for adequately preparing for specific careers. Thus, it is extremely important that the people who are responsible for planning and implementing the career education program have an understanding of the career areas their program is to serve and have the ability to use and convey effectively occupational information about these career areas.

This chapter focuses on the occupational information which teachers need for planning learning experiences. Rather than attempting to cover the entire world of work, one cluster was selected for in-depth discussion. The type of information presented about the leisure occupations cluster should serve as a model for collecting information about the other 14 cluster areas. (See Chapter 1, general career education principle number 5, for a listing of the 15 clusters.)

LEISURE OCCUPATIONS DEFINED

Leisure industries and services are large in number and diverse in nature. They include commercial, governmental, and private non-profit recreation services and facilities; the vast array of industries producing and promoting recreation goods (sports equipment, toys, recreational vehicles); businesses involved in entertainment and amusements; and the many industries which serve the needs of tourists. There are a myriad of occupations within each of these complex industries, which makes it difficult to precisely define leisure occupations. However, they can be broadly described as "those occupations pursued by persons engaged in performing the functions required to meet the needs of persons engaged in leisure time pursuits" (Verhoven and Vinton, 1972).

In order to fully comprehend this definition, the phenomenon of leisure must be understood. In common usage, leisure is linked with the words time or activity to connote free time, recreation, and play. A more precise understanding of leisure, however, can be derived from the following quote which was taken from the preface of the Charter for Leisure (International Recreation Association, 1967).

> Leisure time is that period of time at the complete disposal of an individual, after he has completed his work and fulfilled his other obligations. The uses of this time are of vital importance.
>
> Leisure and recreation create a basis for compensating for many of the demands placed upon man by today's way of life. More important, they present a possibility of enriching life through participation in physical relaxation and sports, through an enjoyment of art, science, and nature. Leisure is important in

all spheres of life, both urban and rural. Leisure pursuits offer man the chance of activating his essential gifts (a free development of the will, intelligence, sense of responsibility and creative faculty). Leisure hours are a period of freedom, when man is able to enhance his value as a human being and as a productive member of his society. Recreation and leisure activities play an important part in establishing good relations between peoples and nations of the world.

Structure of the Leisure Cluster

For organizational purposes, the leisure occupations can be divided into four major subgroups or subclusters. They are (1) Tourism and Hospitality Services; (2) Leisure Entertainment, Products and Enterprises; (3) Environmental-Based Services; and (4) Community-Based Recreation Services. These subclusters were identified primarily on the basis of function. However, they are not discrete categories and there is some overlapping between them. An overview of the subclusters and job families included in the leisure cluster is presented in Figure 7-1.

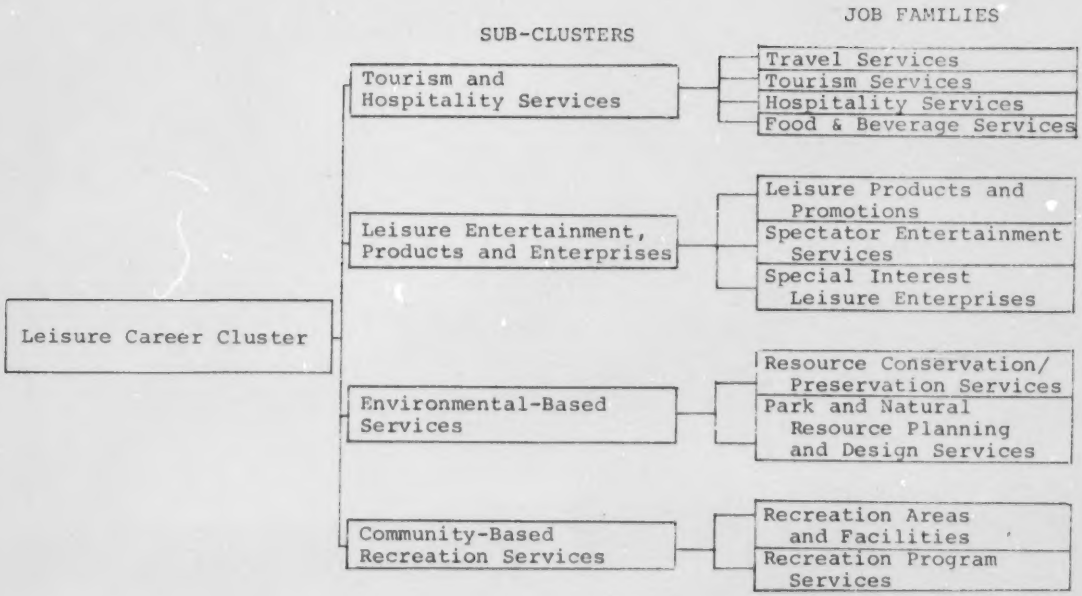
Tourism and Hospitality Services

The tourism and hospitality subcluster focuses on occupations concerned with facilitating travel for pleasure. Within this group are four functional categories: (1) Travel--providing transportation to and from vacation sites and places of interests; (2) Tourism--arranging and providing tourism experiences, as well as informing people about the attractions, services, facilities, and transportation; (3) Hospitality--housing tourists and providing for their comfort while away from home; and (4) Food and Beverage Services--preparing and serving food and beverages to patrons of hotels, restaurants, clubs, cocktail lounges, and fast food establishments. (See Figure 7-2.)

Examples of jobs which can be found in this subcluster include travel clerk, reservations agent, tour guide, bellhop, resort social director, caterer, waiter, and short order cook. Although jobs range from the managerial and administrative levels to the unskilled level, the majority of jobs are at the semi-skilled level (i.e., those which require a small amount of training).

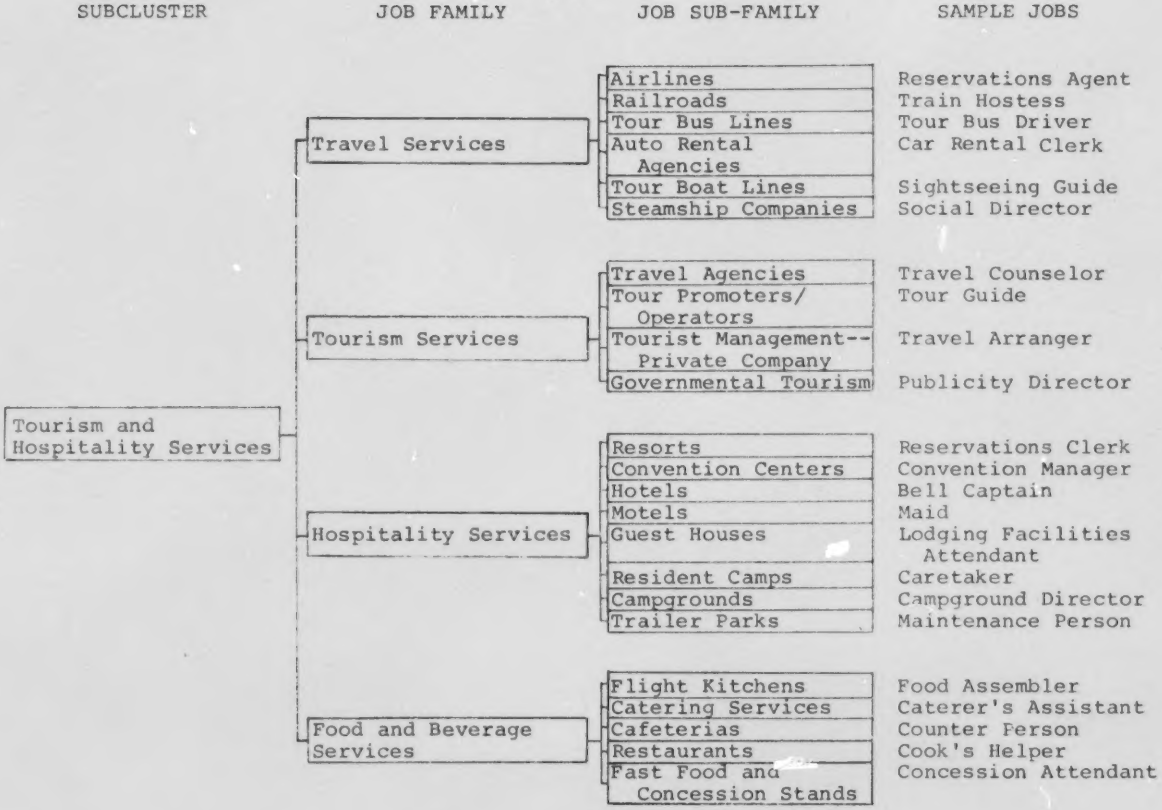
A substantial proportion of the jobs in this subcluster require regular contact with customers or co-workers and, therefore, demand moderate language capabilities. Some also have moderate mathematics demands for computing charges for services and estimating time schedules. For most of the semi-skilled jobs, there is the physical requirement of mobility. However, many of the skilled, managerial, and administrative positions could be filled by people in wheelchairs.

Opportunities for employment in occupations in this subcluster are good, particularly in the hospitality and food and beverage services, although positions are most likely to be available in metropolitan and resort areas.



THE LEISURE CLUSTER

Figure 7-1



TOURISM AND HOSPITALITY SERVICES

Figure 7-2

Opportunities for career advancement are limited in small establishments to assumption of owner or management roles. However, in larger establishments, there are opportunities for movement to more direct client services, to specialty areas, or to supervisory positions. An example of career progression opportunities in the food and beverage service is given in Figure 7-3.

Leisure Entertainment, Products and Enterprises

All of the occupations in this subcluster are associated with commercial leisure endeavors. The occupations are primarily concerned with producing, selling, and servicing leisure goods, and promoting, providing, and maintaining commercial entertainment and recreation enterprises. Included here are jobs centered around (1) leisure products and promotions, (2) spectator entertainment services, and (3) special interest leisure enterprises. (See Figure 7-4.)

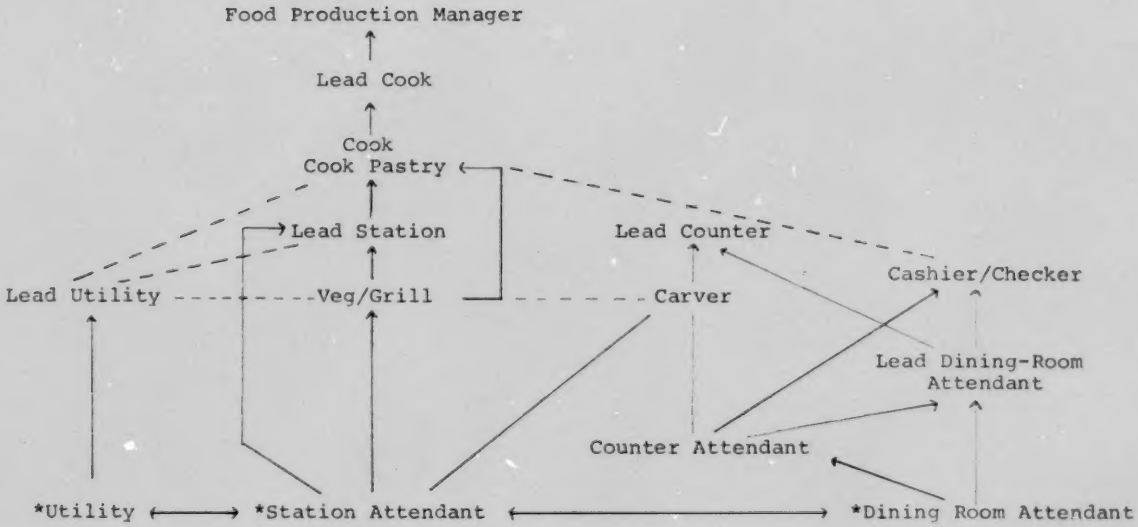
The leisure products and promotions group focuses on jobs concerned with the manufacturing and marketing of goods and supplies for the leisure consumer to use while engaging in leisure. Positions include an assembly line worker in a doll factory, a salesman for pinball machines, the owner of a sporting goods store, and the designer of recreational vehicles.

Occupations in the spectator entertainment services promote or provide entertainment and amusement to leisure consumers. "Entertainment" and "amusement" refer to professional sporting events; dramatic, musical, or dance productions; movies; circuses; carnivals; and amusement parks. Jobs in the entertainment and amusement industries include ticket seller, concessions attendant, athlete, theater manager, publicity director, and booking agent.

The special interest leisure enterprises are concerned with provision of instruction, services, and facilities which enable the leisure consumer to pursue a special interest such as bowling, dancing, or skiing. Sample positions in this area include a bowling alley desk attendant, a dance instructor, a manager of a swim or tennis club, a hunting and fishing guide, a ski patrolman, and a trainer at a health club.

A substantial number of jobs in this subcluster are semi-skilled and skilled jobs. In the leisure products and promotions group, a large percentage of the jobs are factory worker positions. Another large percentage of the jobs are sales positions. In the spectator entertainment and special interest categories, the majority of jobs are skilled positions requiring some form of specialized or technical knowledge and skill.

The requirements for occupations in this subcluster are widely varied. Many of the factory worker positions demand a combination of language, mathematics, and perceptual reasoning skills. In addition, psychomotor skills are required for the use of tools and the manipulation of parts. Sales positions have at the least a moderate language and mathematics demand and many also

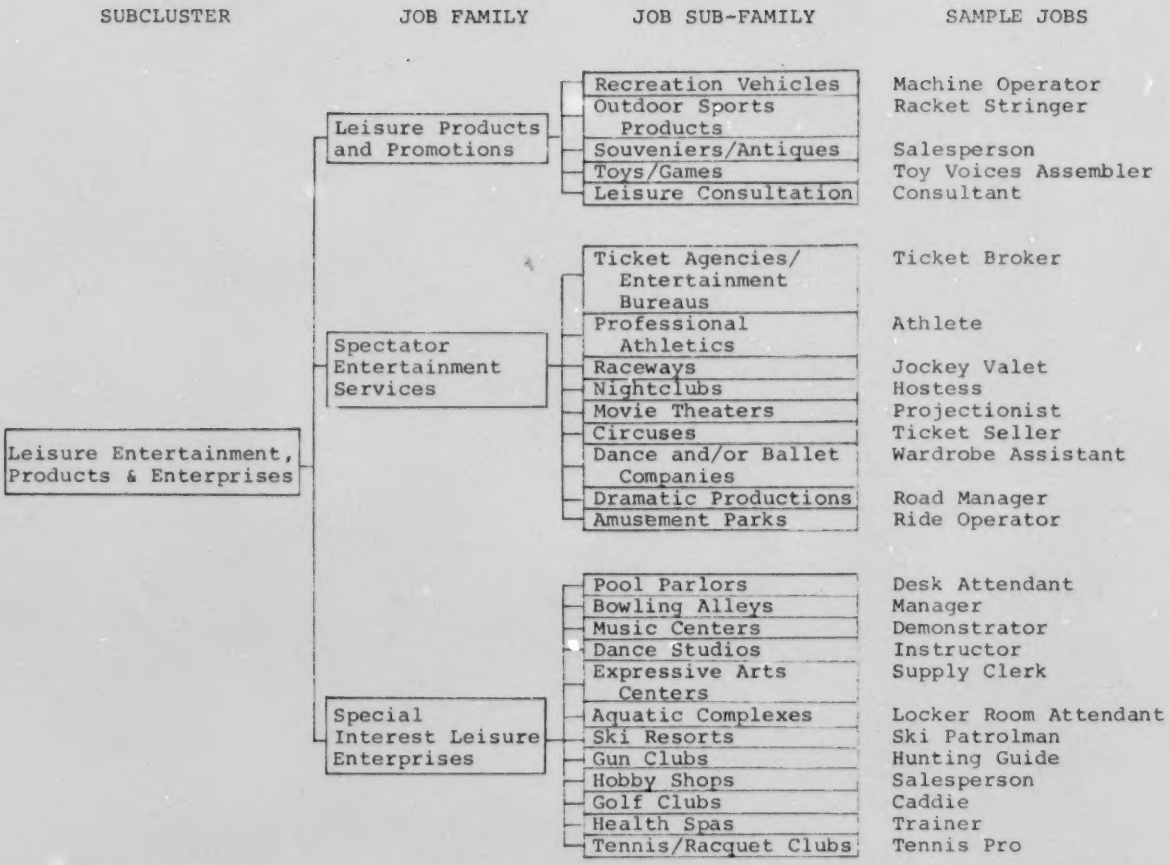


*Are entry career positions.
Broken lines indicate lateral transfer or promotion.

Taken from Developing A Hospitality Program in High Schools (Education for the Food Service and Lodging Industry).

CAREER PROGRESSION IN THE FOOD AND BEVERAGE SERVICE

Figure 7-3



LEISURE ENTERTAINMENT, PRODUCTS AND ENTERPRISES

Figure 7-4

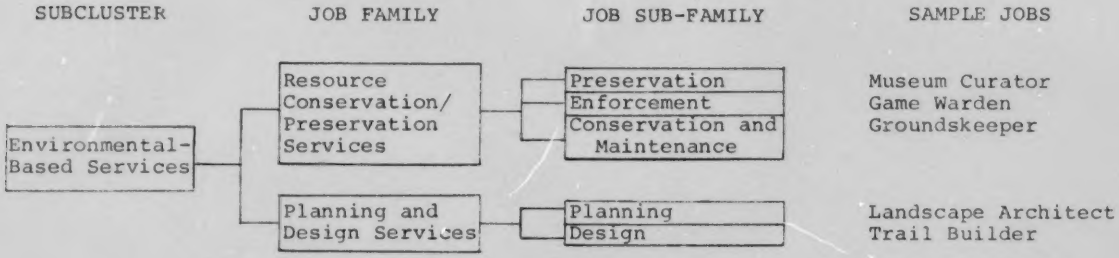
require moderate perceptual reasoning. A majority of the occupations in the spectator entertainment and special interest groups have moderate language demands since regular contact with the public and co-workers is characteristic. Some also require psychomotor skills to demonstrate techniques. Others require mechanical skills for maintenance of rides and recreation equipment.

Opportunities for employment are varied for occupations in this subcluster. Factory worker positions have been somewhat restricted by automation and foreign competition. However, there is evidence that increased opportunities will exist in the future for positions in repairwork. There is also evidence to believe that the entertainment industries will continue to expand and thus need additional manpower. Many of the occupations associated with special interest leisure services are part-time or seasonal. However, increasing public demand and innovative designs of sporting facilities are expected to convert many of these occupations into full-time, year-round positions.

Career advancement opportunities for most occupations in the leisure entertainment, products and enterprises subcluster are quite limited except for movement into supervisory or management positions.

Environmental-Based Services

Occupations in the environmental-based services focus on the planning, development, maintenance, and protection of resources, both natural and man-made, used for leisure time experiences. The majority of jobs are governmental, either local, state, or federal. As depicted in Figure 7-5, the two primary functional



ENVIRONMENTAL-BASED SERVICES

Figure 7-5

divisions of this subcluster are (1) park and natural resource planning and design, and (2) resource conservation/preservation.

Sample job titles for this occupational group include landscape laborer, groundskeeper, nurseryman, park ranger, fish and game warden, building and grounds supervisor, park naturalist, and forester. Positions range from the unskilled laborer to the research scientist. There are a large variety of jobs at all levels of responsibility.

At the unskilled and semi-skilled level, most of the occupations do not depend heavily on language or mathematics skills. Language requirements are often limited to the verbal communications needed to follow instructions. Mathematics skills are generally limited to counting and simple arithmetic operations. However, psychomotor and mechanical skills are important because many jobs require the operation and minor maintenance of equipment. The majority of these jobs entail physical labor.

There are substantial numbers and variety of employment opportunities for subprofessional workers in this field. However, many of these jobs are seasonal in nature. For advancement in the environmental-based services beyond lower-level supervisory positions, additional training or education is needed. Most of the top jobs in this field are held by persons with postsecondary education in specialty areas.

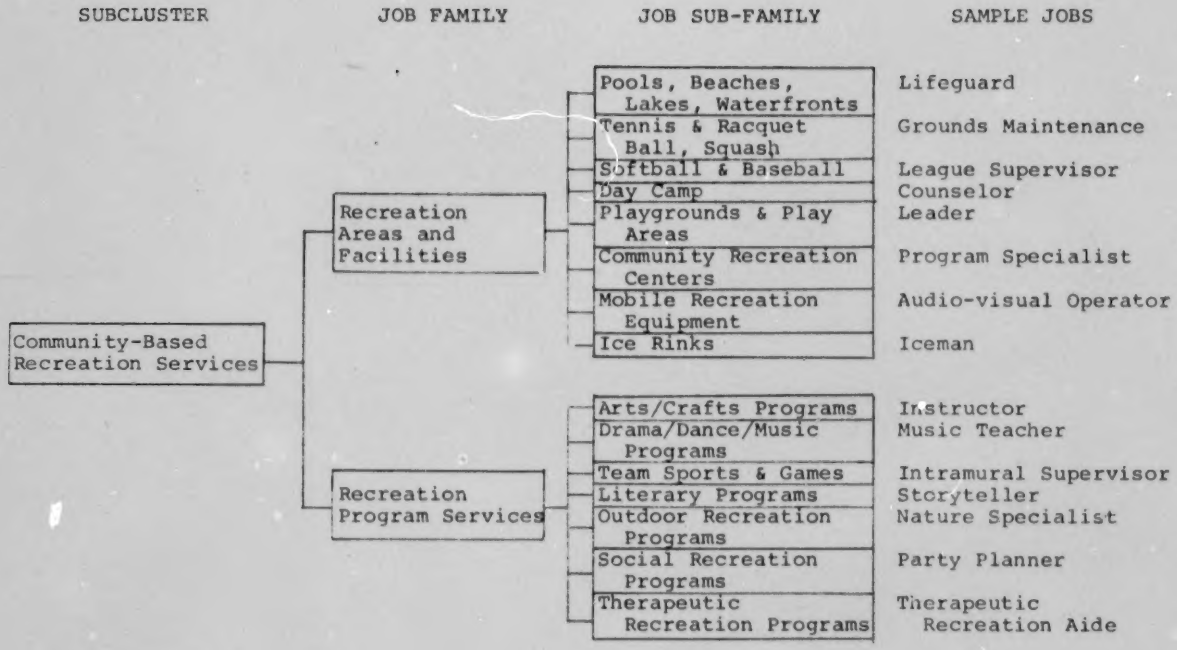
Community-Based Services

The main function of the community-based recreation services is to provide recreational activities for local consumers. Employers for this group are primarily government agencies, private non-profit organizations and institutions, and voluntary and youth organizations. Jobs in this subcluster are divided into two categories: (1) those which are related to a specific area, facility, or building, and (2) those which are found in many settings but are related to a specific program service. (See Figure 7-6.)

In the first category are jobs such as camp counselor, swimming pool manager, and playground leader aide. In the second category are jobs such as arts and crafts specialist, therapeutic recreator, and sports equipment manager. A large portion of the occupations in this subcluster are concerned with the provision of leadership and instruction for recreation programs.

Occupations in recreation services involve a great deal of personal interaction. Therefore, they require moderate language capabilities. Psychomotor skills are also usually necessary. Knowledge and skills in specific program areas, effective child care, and first aid can be definite assets.

Opportunities for employment at the subprofessional level are gradually increasing due to a greater demand for recreation programs by the disadvantaged, senior citizens, and urban activists.



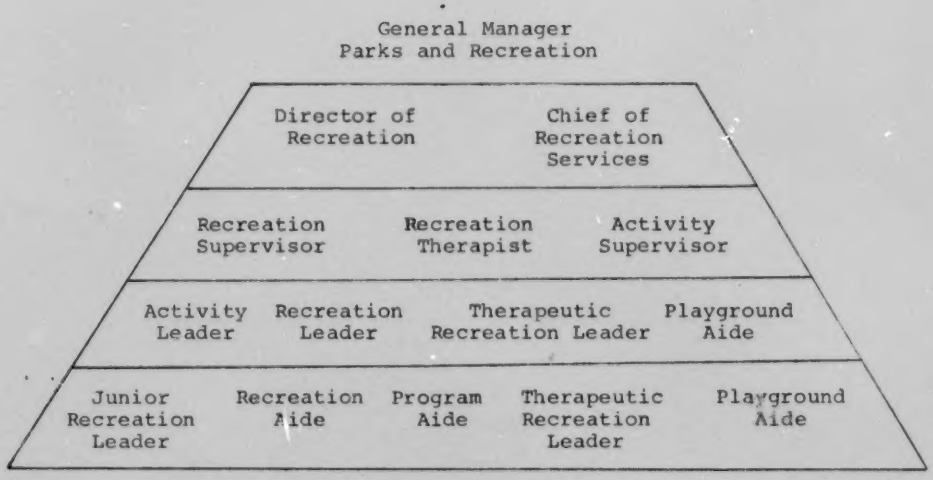
COMMUNITY-BASED RECREATION SERVICES

Figure 7-6

Opportunities for career mobility, both lateral and vertical, are good. In Figure 7-7, a typical career ladder for community-based recreation services is depicted.

EMPLOYMENT OUTLOOK IN THE LEISURE OCCUPATIONS

Employment in the majority of leisure occupations is expected to increase very



CAREER LADDER FOR COMMUNITY-BASED RECREATION SERVICES

Figure 7-7

rapidly through the mid-1980's. Largely due to increased leisure time, rising incomes, and population growth, more people are expected to participate in competitive and non-competitive recreation programs; to travel for the purpose of sightseeing or participating in outdoor recreation activities; and to demand greater numbers of recreation goods, entertainment, and amusements. Public pressure for recreation areas is expected to result in the creation of many new parks, playgrounds, national forests, and year-round facilities. Increased attention to physical fitness is expected to produce a rise in public and industrial recreation programs. In addition, longer life and earlier retirement are expected to increase the demand for more leisure services for retired persons.

The predicted increased demand for leisure goods and services will result in an increased need for workers in the leisure industries. According to the Bureau of Labor Statistics, there will be an estimated 86,000 new job openings each year for waiters and waitresses through the mid-1980's. This figure represents a 7.7 percent annual increase over the 1972 employment figures. Similarly, new job openings for cooks and chefs will be approximately 52,000 each year, which is a 6 percent annual increase over the 1972 figures. Positions for salesworkers in the leisure industries are predicted to increase 6.8 percent annually, and building and facility custodial jobs are expected to increase 7.2 percent annually through the 1980's (The U.S. Fact Book, 1976). In the public recreation field, an 11 percent annual growth is expected through 1980 (Hawkins and Verhoven, 1967).

A large portion of these new jobs in the leisure cluster will be for para-professionals. According to a study by Sheppard of the Upjohn Institute (1969), recreation represents the highest proportion of additional non-professional job possibilities of any area of public service. Hawkins and Verhoven (1967) similarly predict that many of the new positions in the parks and recreation services could be staffed by personnel with a high school education or less, providing they had had short-term training in the specific area. Thus, it would appear that the leisure cluster is a promising occupational area for career education. The leisure cluster represents a growing field which offers opportunities for employment at many levels of responsibility, and it is particularly fertile in the area of sub-professional jobs.

THE LEISURE OCCUPATIONS AND THE HANDICAPPED

The leisure occupations cluster offers employment opportunities in a broad spectrum of jobs which vary widely in terms of the requirements of the work. Many of the occupations require only basic cognitive skills. Others require language skills, mathematics skills, psychomotor skills, perceptual reasoning, or a combination of these capabilities. Despite the fact that within the leisure cluster there are occupations suitable to persons with varying capabilities, the employment market in the leisure field is seldom entered by the handicapped.

In a recent Department of Labor study, it was found that only 0.5 percent of the total work force in municipal recreation and park department were disabled (Hawkins and Verhoven, 1974). Similarly, in a study of the employment of the handicapped in hotels and motels in the state of Kentucky, Kiser (in progress) reported that only .96 percent of the total number of employees were physically, mentally, or emotionally handicapped. These statistics seem particularly inequitable in light of the fact that nearly 12 percent of our working aged population are disabled (Recreation and Handicapped People, 1974). Although recent studies are not available on other sectors in the leisure cluster, it is felt that these statistics probably reflect the current status of disabled employees for the entire cluster.

Compton (1976), in a national survey of employers in the leisure occupations, reported that 42.6 percent of the respondents employed handicapped individuals on a full-time basis and an even greater percentage (64.5 percent) advocated employing the handicapped. Although the sampling techniques and low percentage of returns prevent generalizing the findings of this study, two significant facts can be identified. First, the majority of agencies who were reported as employing the handicapped had only one to five handicapped employees each. This is consistent with the findings from previously cited studies which indicate that the handicapped constitute a very small percentage of the total work force in the leisure occupations.

The second significant finding is that a fairly large discrepancy exists between advocacy and actual employment. Although the causative factors for the discrepancy were not elicited in Compton's survey, it can be speculated that a lack of employer awareness of the barriers which prevent employment of handicapped workers contributed to the difference between attitudes and practices. Another possible explanation is that the expressed attitudes do not reflect real attitudes and that advocacy was reported because employers felt that it was expected of them.

CAREER EDUCATION FOR THE SPECIAL STUDENT AND THE LEISURE OCCUPATIONS

The preceding two sections of this chapter have focused on two interrelated problems: (1) the increasing need for manpower in the leisure field, and (2) the obvious disregard of the potential contribution of the handicapped to the leisure field. One positive approach to alleviating these problems is the initiation of career education for the leisure occupations in instructional programs for handicapped children and youth.

There are many benefits which can be derived from including leisure occupations in a career education program for the handicapped. The most obvious benefit is the broadening of career options for the handicapped to include a vast array of interesting and

challenging occupations which have a promising potential for employment and advancement. A less obvious benefit which can result from studying the leisure occupations is an increased awareness of leisure as a constructive, wholesome, and meaningful part of living.

With the course of study outlined in this publication, the leisure cluster is studied by all students from kindergarten through the eighth grade. During these years, students learn general facts about the leisure field and specific facts about jobs within the leisure field. At the same time, students acquire a variety of leisure skills which they can apply to their own free time or which they can further develop for career purposes. During the exploration phase, students have the option to further explore the occupations in the leisure cluster. Occupations at all levels of responsibility are studied and a variety of skills are tried out in order to arrive at a career decision. If the student decides to pursue a professional career in the leisure field, he will spend the remainder of his high school program taking courses which will prepare him for a professional training program in college. If the student decides to pursue an entry level career in the leisure field, then he will spend his time in a training program designed to prepare him for that career. If the student, however, decides to pursue a career in another area, he still has benefited from exploring the leisure occupations because of its implications for his own leisure.

In assisting students to make career decisions and in selecting jobs to be included in the career preparation phase, teachers and counselors need to be careful to avoid stereotyping jobs by handicapping conditions. Each job needs to be analyzed in terms of its demands, availability, and benefits, just as each individual should be analyzed in terms of his capabilities, interests, and values. By analyzing the job in relation to the student, the elimination of a job possibility well within the reach of a given student may be prevented.

Based on this philosophy, it would be a cumbersome task to list all of the entry level jobs which are appropriate for a career preparation program for the handicapped, because the list would include all of the entry level jobs in the cluster. However, a sample list of entry level jobs was developed in order to provide curriculum planners with information on some of the more commonly available jobs. These sample entry level jobs are presented in Table 7-1. Twelve entry level positions from each sub-cluster were included on the list. These jobs have a wide range of requirements, but they all meet the following criteria:

(1) A high school education or less is required to fill the position.
(2) The job can be found in most areas of the United States.
(3) Vertical and horizontal mobility are possible from the specified position.
(4) Employment opportunities for this job are presently good and are predicted to continue to be so.
(5) No sex bias is associated with the job requirements.

Table 7-1

SAMPLE ENTRY LEVEL JOBS IN THE LEISURE CLUSTER

Tourism and Hospitality Services	Leisure Entertainment, Products, & Enterprises	Environmental-Based Services	Community-Based Recreation Services
Porter	Salesperson--Amusements, Hobbies, Toys, or Sports Equipment	Park Ranger	Locker Room/Shower Attendant
Information Clerk	Toy Assembler	Golf Course Ranger	Ice Person (Skating Rink)
Car Rental Clerk	Sports Equipment Repairman	Park Maintenance Worker	Recreation Facility Attendant
Tour Guide	Swimming Pool Serviceman	Groundskeeper, Sports	Equipment Attendant
Travel Clerk	Ticket Taker	Groundskeeper	Bookmobile Driver
Lodging Facilities Attendant	Usher	Forestry Aide	Recreation Aide
Maid/Houseman	Motion Picture Projectionist	Park Caretaker	Therapeutic Recreation Aide
Bellhop	Deskman, Bowling Floor	Nursery Worker	Playground Assistant
Waiter/Waitress	Caddie	Tree Planter	Junior Camp Counselor
Short Order Cook	Ride Operator	Landscape Laborer	Activity Aide
Kitchen Helper	Hunting and Fishing Guide	Fish Hatchery Assistant	Play Area Attendant
Bus Person	Wharf Attendant	Game Farm Helper	

ORGANIZATIONS ASSOCIATED WITH LEISURE OCCUPATIONS

It is important that curriculum planners and implementers have a thorough knowledge of the career areas their educational programs serve. However, it would be impossible in this one publication to provide all of the information about the leisure cluster needed for a career education program.

Although a great deal of knowledge can be gleaned from the current literature, perhaps the best source of further information is the people who are presently involved in the field. Conversations with local employers can provide current information on the services offered and employment opportunities available in the community. For identifying national trends and specialized employment potentials in the leisure field, agencies and organizations such as the Bureau of Outdoor Recreation and the National Recreation and Park Association should be contacted.

Following is a list of organizations and agencies which are associated with the leisure cluster and through which technical assistance for program planning may be obtained:

Amateur Softball Association of America
11 Hill Street
Suite 201
Newark, New Jersey 07102

American Amateur Baseball Congress
Youth Building
115 West Street
Battle Creek, Michigan 49017

American Association for Health, P.E. and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Association of Junior Colleges
One Dupont Circle
Washington, D.C. 20009

American Bowling Congress
1572 East Capital Drive
Milwaukee, Wisconsin 53211

American Camping Association
Bradford Woods
Martinsville, Indiana 46151

American Hotel & Motel Association
221 West 57th Street
New York, New York 10019

American National Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

American Personnel and Guidance Assoc.
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Society of Landscape Architects, Inc.
2000 K Street, N.W.
Washington, D.C. 20006

American Society of Travel Agents
360 Lexington Avenue
New York, New York 10022

American Vocational Association, Inc.
1510 H Street, N.W.
Washington, D.C. 20005

American Youth Hostels, Inc.
20 West 17th Street
New York, New York 10011

Association for Supervision & Curriculum Development
1201 16th Street, N.W.
Washington, D.C. 20036

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Bicycle Institute of America, Inc.
122 East 42nd Street
New York, New York 10017

Boys' Clubs of America
771 First Avenue
New York, New York 10017

Boy Scouts of America
New Brunswick, New Jersey 08900

Camp Fire Girls, Inc.
65 Worth Street
New York, New York 10013

Council on Hotel, Restaurant & Institutional Education
Statler Hall
Cornell University
Ithaca, New York 14850

ERIC Clearinghouse on Vocational & Technical Education
Center for Vocational & Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Girls' Clubs of America
101 Park Avenue
New York, New York 10017

Girl Scouts of America
830 Third Avenue
New York, New York 10022

International Association of Amusement Parks
203 North Wabash Avenue
Chicago, Illinois 60601

International City Managers' Association
1313 East 60th Street
Chicago, Illinois 61637

International Recreation Association, Inc.
345 East 46th Street
New York, New York 10017

National Baseball Congress
338 South Sycamore
P. O. Box 1420
Wichita, Kansas 67201

National Campers & Hikers Association
7172 Transit Road
Buffalo, New York 14221

National Executive Housekeepers Association, Inc.
Business and Professional Building
Gallipolis, Ohio 45631

National Field Archery Association
Route 2, Box 514
Redlands, California 92373

National Golf Foundation
804 Merchandise Mart
Chicago, Illinois 60654

National Industrial Recreation Assoc.
20 North Wacker Drive
Chicago, Illinois 60601

The National Recreation and Park Assoc.
1601 North Kent Street
Arlington, Virginia 22209

National Restaurant Association
1550 North Lake Shore Drive
Chicago, Illinois 60610

National Rifle Association
1600 Rhode Island Avenue, N.E.
Washington, D.C. 20036

National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

National Tourism Resources Review Commission
2001 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Nature Centers Division
National Audubon Society
1130 Fifth Avenue
New York, New York 10028

Organization of American States
Division of Tourism Development
1725 Eye Street, N.W., Room 301
Washington, D.C. 20006

Outdoor Game Council of the U.S.A.
100 West 57th Street
New York, New York 10019

U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Adult, Vocational, and Technical Education
Washington, D.C. 20202

U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Education for the Handicapped
Washington, D.C. 20202

U.S. Department of the Interior
Bureau of Outdoor Recreation
Washington, D.C. 20242

U.S. Department of the Interior
Bureau of Sport Fisheries and Wildlife
Washington, D.C. 20242

U.S. Department of the Interior
National Park Service
Washington, D.C. 20242

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

U.S. Department of Labor
Manpower Administration
Washington, D.C. 20212

United States Golf Association
"Golf House"
40 East 38th Street
New York, New York 10016

United States Handball Association
4101 Dempster Street
Skokie, Illinois 60076

United States Lawn Tennis Association
120 Broadway
New York, New York 10005

United States Ski Association
The Broadmoor Hotel
Colorado Springs, Colorado 80906

United States Soccer Football Association
320 Fifth Avenue, Room 1015
New York, New York 10001

United States Volleyball Association
224 East 47th Street
New York, New York 10017

Young Men's Christian Association
The National Board
291 Broadway
New York, New York 10007

Young Women's Christian Association
of the U.S.A.
600 Lexington Avenue
New York, New York 10022

National Swimming Pool Institute
2000 K Street, N.W.
Washington, D.C. 20006

RESOURCES ON LEISURE OCCUPATIONS

The proliferation of career education materials in recent years makes the selection of appropriate ones an arduous task. Difficulty arises when attempting to evaluate these materials in terms of cost, availability, usability with handicapped populations, reading and interest levels, and applicability to the various phases of the career education model. For the convenience of the teacher a few materials have been evaluated and annotated in the following section to provide examples and serve as a basis for developing a career education program. A more complete listing of career education materials needing further evaluation is presented following the annotated listing.

1. Career Education for Leisure Occupations: Curriculum Guidelines for Recreation, Hospitality and Tourism. Peter J. Verhoven and Dennis A. Vinton, Washington, D.C.: U.S. Government Printing Office, 1972.

   This publication, which is primarily intended for teachers and administrators, is useful in the development of career education programs based on local needs and resources. An overview and rationale for career education are presented along with a discussion of the leisure occupations and a conceptual framework and guidelines for refocusing existing curriculum to include career education. Examples of how to refocus the existing curriculum to include career education programs in the language arts, the expressive arts, mathematics, science, and the social studies are also included. Activity ideas found in the publication are useful for infusion at the orientation level and above. Guidelines for implementing a career education program are presented in the final chapter, followed by appendices providing sample job descriptions, goals and objectives for the leisure occupations, and a list of sources of information. The book is free upon request from the University of Kentucky Parks and Recreation Curriculum, 77 pp.

2. Career Education: The Leisure Occupations Cluster. Peter J. Verhoven and Dennis A. Vinton. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1973.

   This publication is useful to teachers and planners during the initial planning and development of the career education program providing a good overview of the leisure cluster. A discussion of the growth and

significance of the leisure occupations is followed by a description of the leisure occupations, which are divided into the following major areas: (1) recreation services, (2) recreation resources, (3) tourism, and (4) amusement and entertainment. Other topics discussed in the publication are the training requirements, career benefits, and career ladder opportunities for the leisure occupations; personal requirements; and resources on the leisure occupations. In the appendices sample job descriptions are presented describing the nature of the work and providing examples of tasks performed in each job. In addition, a list of agencies serving the leisure industry and a bibliography of materials on leisure occupations and training is offered.

3. Exploring the World of Hospitality and Recreation Occupations. Judith Delaney and Mavis C. Sparks, Lexington, Kentucky: Curriculum Development Center, University of Kentucky, 1975.

   One of 10 units comprising "Exploration of the World of Work," this book presents sample career education units and activities dealing with the hospitality and recreation occupations offering lesson plans, resource lists, and student materials. The materials were developed specifically for use with disadvantaged and handicapped children and are primarily useful in the career awareness and orientation phases of the career education model, providing useful activities and ideas for learning centers and CBI units. The book primarily presents lesson plans, resource lists, teacher information sheets and student materials.

4. Education for Leisure Careers: An Idea Book. Curtis L. Hiltbrunner and Sharyn Simpson, Department of Vocational Education, University of Wyoming, n.d.

   A brief explanation of career education, the leisure occupations, and how to initiate and integrate a program are presented in the initial section of the book, followed by summaries of sample units which provide ideas and approaches to be used in career education programs. The sample materials focus primarily on the leisure occupations, however a great diversity of materials is included. A sample unit, including pre- and post-tests, is also presented along with sample forms to survey community resources. In the final section of the book a brief list of teacher resource materials applicable to career education is included. The materials presented in this publication are primarily useful for the career awareness and orientation phases of the model with many activities being useful for incorporation into learning centers or CBI units. The activities are primarily applicable to elementary and middle school students, 278 pp.

5. Helping People Have Fun. Sharyn Simpson, Department of Vocational Education, University of Wyoming, n.d.

   Summaries of leisure occupations in food service, conservation, lodging,

the outdoors, entertainment and sports, travel, and related fields are offered as materials for development or infusion into career education programs. These materials are primarily useful in conjunction with learning centers during the career awareness and career orientation phases of the model. The materials were developed for adolescents with poor reading skills or upper elementary students with normal reading skills. The materials presented are interesting, and written with simple vocabulary to accommodate the special student. Additionally, a bibliography of books, tapes, films, and filmstrips is presented in the publication.

6. Career Development and Skill Preparation for Careers in Hospitality and Recreation Occupations. Belmont, Massachusetts: Contract Research Corporation, 1975 (drafts).

   This material consists of both teacher and student information designed to assist in the exploration of careers in the hospitality and recreation occupations and in skill preparation for careers in lodging; travel services; recreation; and sports, entertainment, and cultural services. The career development materials are designed for grades 7 to 9, while the skill preparation materials focus on grades 10 to 12. An overview of the hospitality and recreation occupations is followed by activities for the student. These materials may be useful as ideas for activities, but the teacher will have to reorganize and adapt them to meet the individual class' needs in the career orientation and exploration phases.

7. Visually Handicapped Workers in Service Occupations in the Food Service and Lodging Industries. New York, New York: American Foundation for the Blind, 1967.

   This pamphlet provides job summaries and visual requisites for occupations in food preparation and service, housekeeping, laundry, and the front lobby of lodging establishments. In addition, short synopses on training, selection, and placement of visually handicapped workers are included. The information provided is useful in the career exploration and preparation phases of the career education program model and serves as an example of the type of information needed for each disability and occupation. The pamphlet is free from the American Foundation for the Blind.

8. Exploring Careers in Hospitality and Food Service. Cincinnati Public Schools, Bloomington, Illinois: McKnight Publishing Company, 1974.

   This career education publication, developed in the Cincinnati Public Schools, is comprised of three separate books: (1) a student textbook, (2) a student activity manual, and (3) a teacher's guide. The program includes thirteen units which explore various hospitality and food service occupations in the following major categories: lodging, entertainment, recreation, travel, and restaurants. Each unit is

comprised of from four to nine assignments with activities utilizing numerous media such as filmstrips, films, multi-media kits, and classroom activities. In the teacher's guide each unit is divided into the following sections: description of the unit, major competencies, equipment and materials, planning and preparation, activities, and enrichment ideas. The materials contained in this publication are primarily useful in the career exploration phase of the program model. The price of each three book set is $18.00.

9. Introduction to Hospitality--Recreation Careers. Judi Evert, Bloomington, Illinois: McKnight Publishing Company, 1975.

   This book contains readings and activities describing the hospitality and recreation occupations. The high level of reading skill needed to utilize the book will limit its usefulness with special students. However, it may be utilized by teachers for activity ideas and information that are adaptable for their students. The following areas are discussed: introduction to the hospitality and recreation industry, managing the system, research and development, equipping and staffing, travel agency, entertainment, lodging, restaurants, recreation, preparing for leisure, preparing to make career decisions. 238 pp. $1.98 per copy.

10. The Landscape Aide: A Suggested Training Program. U.S. Department of Health, Education, and Welfare, Washington, D.C.: U.S. Government Printing Office, 1964.

    This booklet is comprised of 15 course units designed to prepare the student for a career as a landscape aide. Each unit focuses on various competencies needed by the student to perform proficiently. In addition to individual units, a section is included on how to teach the course, dealing with planning the lesson, suggesting teaching facilities, and criteria for the evaluation of the student. This publication serves as an example of the type of materials to include in the career preparation phase of the model. 21 pp. 25¢ from the Superintendent of Documents. A number of similar booklets covering various other careers are also available.

11. SRA Math Application Kit. Allen C. Friebel and Carolyn Kay Gingrich. Chicago, Illinois: SRA.

    This multi-media kit includes 270 activity cards, a teacher's handbook, 10 reference cards, and an almanac. The material is designed for grades 4-8 and was found to be useful with educable mentally handicapped students during the pilot testing of the career orientation phase of the model. The activities are designed to be integrated into the existing curriculum using everyday math to investigate problems. The activity

cards require the student to collect and utilize data to draw conclusions. Experiments are included for five subject areas: science, social studies, sports and games, everyday things, and occupations. Section 1, "Appleteasers," and Section 3, "Sports and Games," were successfully used during the pilot testing of the career orientation phase of the model.

12. Filmstrip: Careers in Aerospace. Eye Gate House, Jamaica, New York, 1971.

This resource consists of filmstrips with a set of 12 records and teacher's manual. A description of the aerospace industry for students is presented utilizing on-the-job photographs and emphasizing the importance of good work attitudes, the interdependency of the industry, and the need for developing specialized skills. The following individual filmstrips are presented:

Aerospace Sales Representative
Air Freight Agent
Aircraft Maintenance and Food Service
Airline Maintenance Mechanic
Airline Ticket Agent
Control Tower Operator
Flight Engineer
Jet Captain
Jet Engine Mechanics
Passenger Service Representative
Skycap and Baggage Handler
Stewardess

These individual filmstrips serve as an example of other types of media materials that can be utilized with each of the 14 other occupational clusters. This particular filmstrip was found to be useful as part of a CBI unit in the career orientation phase.

The following section presents a listing of career education resources pertaining to the leisure occupations cluster. It provides resources to be used during the development and conducting of the career education program. Although only a few of these resources were specifically designed for handicapped students, a large number of them can be modified or used as they are in a career education program for the handicapped. All resources presented should be evaluated on an individual basis for each program. Materials for teachers, materials for students, and various audio-visual aids have been listed. The actual subdivisions are:

1. Printed Materials for Teachers
2. Printed Materials for Students
3. Films
4. Filmstrips
5. Multi-Media Kits
6. Games
7. Tapes

PRINTED MATERIALS FOR TEACHERS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
1. Career Development in Hospitality and Recreation	Contract Research Corporation	Contract Research Corp., 25 Flanders Road, Belmont, Mass 02178	1975
2. Career Education for Leisure Occupations	Verhoven and Vinton	U.S. Govt. Printing Office, Washington, DC 20402	1972
3. Career Education in the Environment	Olympus Research Corporation	U.S. Govt. Printing Office Washington, DC 20402	
4. Career Education in the Natural Resources	Penn State Dept. of Agricultural Education	Dept. of Agricultural Education, Penn State University, Park, Pa	1971
5. Curriculum Guide for Hospitality Education	Kalani	Kapiolani Community College, University of Hawaii, Honolulu, Hi	1975
6. Developing a Hospitality Program	Almarode	Council on Hotel Restaurant and Institutional Education, Washington, DC 20005	1970
7. Dishmachine Operator, A Course of Instruction	Hall	Technical Vocational Education, Del Mar College, 101 Baldwin, Corpus Christi, Tx 78404	1972
8. Education for Leisure Careers: An Idea Book	Hiltbrunner and Simpson (eds.)	Dept. of Vocational Education, University of Wyoming	

PRINTED MATERIALS FOR TEACHERS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
9. Exploring Careers in Natural Resources and Environmental Occupations	Tulloch and Carpenter	Curriculum Development Center, 151 Taylor Education Bldg., University of Kentucky, Lexington, Ky 40506	1974
10. Introduction to Hospitality/Recreation Careers	Evert	McKnight Publishing Co., Box 854, Bloomington, Ill 61701	1975
11. Occupational Preparation in Natural Resources		U.S. Govt. Printing Office, Washington, DC 20402	
12. Recreation Leadership Training for Teenage Youth: A Study of Basic Program Development	Webster	Center of Leisure Studies, University of Oregon, 1587 Agate St., Eugene, Or	1970
13. Teaching Guide for Food Service Occupations	University of Kentucky Home Economics Department	Home Economics Occupational Training Program, University of Kentucky, Lexington, Ky 40506	1969
14. The Roving Recreation Leader Training Guide		U.S. Govt. Printing Office, Washington, DC 20402	1971
15. Skill Preparation for Careers and Career Opportunities in Sports, Entertainment, and Cultural Services	Contract Research Corporation	Contract Research Corp., 25 Flanders Road, Belmont, Mass 02178	1975

PRINTED MATERIALS FOR TEACHERS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
16. Teaching Food Service Personnel for the Hospitality Industry		U.S. Govt. Printing Office, Washington, DC 20402	1969
17. Travel	Moore, Blakeman, Parsley, and Keeton	Curriculum Development Center, 151 Taylor Education Bldg., University of Kentucky, Lexington, Ky 40506	1974
18. Visually Handicapped Workers in Service Occupations in the Food Service and Lodging Industries	American Foundation for the Blind	American Foundation for the Blind, 15 West 16th St., New York, NY 10011	1967
19. Waiter, Waitress, Hostess Guide	Curriculum Development Center	Curriculum Development Center, 151 Taylor Education Bldg., University of Kentucky, Lexington, Ky 40506	1970

PRINTED MATERIALS FOR STUDENTS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
1. American Association for Health, Physical Education and Recreation Leaflets: "Careers in Physical Education and Coaching for Boys" "Dance Careers for Men and Women" "Physical Education Careers for Women" "Recreation as Your Career"	AAHPER	AAHPER, 1201 16th St., NW, Washington, DC 20036	
2. Career Education: The Leisure Occupations Cluster	Verhoven and Vinton	ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 900 Kenny Rd., Columbus, Oh 43210	1973
3. Career Opportunities--Community Service and Related Specialists		J.G. Ferguson Publishing Co., 100 Park Ave., New York, NY 10017	1970
4. Career Opportunities, Ecology Conservation, and Environmental Control		J.G. Ferguson Publishing Co., 100 Park Ave., New York, NY 10017	1971
5. Careers and Opportunities in Sports		E.P. Dutton and Company, Inc., 201 Park Ave. South, New York, NY 10003	

PRINTED MATERIALS FOR STUDENTS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
6. Careers in Conservation		The Ronald Press Co., 79 Madison, Ave., New York, NY 10016	
7. Careers in Wildlife Conservation		Olin Matheson Corp., East Alton, Ill	
8. Exploring Careers in Hospitality and Food Service	Cincinnati Public Schools	McKnight Publishing Co., Box 854, Bloomington, Ill 61701	1974
9. Exploring Occupations in Natural Resources	Penn State Dept. of Agriculture Education	Dept. of Agricultural Education, Penn State University, Park, Pa	1971
10. Exploring the World of Hospitality and Recreation Occupations	Delaney and Sparks	Curriculum Development Center, 151 Taylor Education Bldg., University of Kentucky, Lexington, Ky 40506	1975
11. Exploring Your Future in Recreation, Parks, and Youth Services	Wilkinson (ed.)	ALP Publications, Inc., Milwaukee, Wi	1964
12. Helping People Have Fun	Simpson	Department of Vocational Education, University of Wyoming	n.d.
13. Housekeeping for Hotels	Brigham	Ahrens Publishing Company, Inc., New York, NY	1955

PRINTED MATERIALS FOR STUDENTS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
14. Hospitality and Recreation	Rogers	Department of Occupational Education and Technology, 201 East 11th Street, Austin, Tx 78701	
15. Hotel and Motel Workers	Science Research Associates	Science Research Associates 7200 South Leamington Ave., Chicago, Ill 60638	1975
16. Institute of Research Booklets: "Aviation Career, Airlines, Business and Private" "Career as a Professional Golfer and the Golf Profession" "Careers in the Theater" "Ground Careers with Airlines" "Hotel and Motel Management as a Career" "Music as a Career" "Professional Athletics as a Career" "Recreation Leadership as a Career" "Restaurant Management, Ownership" "Snack Shop--Restaurant Operation as a Career"	Institute of Research	Institute of Research, Chicago, Ill	

PRINTED MATERIALS FOR STUDENTS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
17. The Landscape Aide: A Suggested Training Program	U.S. Dept. of Health, Education, and Welfare	U.S. Govt. Printing Office, Washington, DC 20402	1964
18. Opportunities in Environmental Careers	Fanning	Universal Publishing and Distributing Co., 235 East 45th St., New York, NY 10017	1971
19. Opportunities in Recreation and Outdoor Education	Nash	Universal Publishing and Distributing Co., 235 East 45th St., New York, NY 10017	1963
20. Popeye and Hospitality and Recreation Careers	Gill and Di Preta	King Features, 235 East 45th St., New York, NY 10017	1973
21. Make a Living in Conservation		Stackpole Books, P.O.Box 1831, Harrisburg, Pa 17105	
22. Modern Hotel and Motel Management	Lattin	W.H. Greeman and Company, San Francisco, Ca	1968
23. Professional Restaurant Service	Harris	Webster Division of McGraw-Hill Book Co., Inc., Manchester Road, Manchester, Md 63011	1966

PRINTED MATERIALS FOR STUDENTS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
24. Recreation Program Leadership		U.S. Govt. Printing Office, Washington, DC 20402	1969
25. Travel Agency Management	Brownell	Southern University Press, 130 S. 19th Street, Birmingham, Al 35233	1975
26. U.S. Government Printing Office Pamphlets: "Cashier" "Cooks and Chefs" "Waiters and Waitresses"		U.S. Govt. Printing Office, Washington, DC 20402	
27. A Wildlife Conservation Career for You	The Wildlife Society	The Wildlife Society Washington, DC	
28. Working With Trees		Center for Vocational Education, Ohio State University, 1960 Kenny Rd., Columbus, Oh 43210	
29. Your Career in the Lodging Industry		Educational Institute for the AHMA, 1407 S. Harrison, East Lansing, Mi 48823	1973
30. Your Career in Parks and Recreation	McCall and McCall	Julian Messner/Division of Simon Schuster Inc., 1 W. 39th St., New York, NY 10018	1970

PRINTED MATERIALS FOR STUDENTS	AUTHOR/SOURCE	PUBLISHER/ADDRESS	DATE
31. Your Future in Hotel Management	Arco-Rosen Career Guidance Series	Arco Publishing Company, Inc., 219 Park Ave. South, New York, NY 10003	1971

FILMS	SOURCE/ADDRESS	LENGTH
1. Careers in Recreation	Audio-Visual Services, Scott Street Bldg., University of Kentucky, Lexington, Ky 40506	27 min.
2. Careers: Leisure Industries	Doubleday Media, 1371 Reynolds Ave., Santa Anna, Ca 92705	15 min., color
3. Chevrolet on Skis	Modern Talking Picture Service, 9 Garfield Pl., Cincinnati, Oh 45202	27 min., color
4. Cooks, Chefs, and Related Occupations	Sterling Educational Films	7 min., color
5. Discover Greyhound America	Modern Talking Picture Service, 9 Garfield Pl., Cincinnati, Oh 45202	10 min., color
6. Follow the Fun	Modern Talking Picture Service, 9 Garfield Pl., Cincinnati Oh 45202	28 min.
7. Get Ready to Win	Modern Talking Picture Service, 9 Garfield Pl., Cincinnati, Oh 45202	9 min., color
8. Is a Career in the Hotel or Motel Business for You?	AIMS, Library of Career Counseling Films, P.O. Box 1010, Hollywood, Ca 90028	15 min., color
9. Job Opportunities in Hotels and Motels	Sterling Educational Films	11 min., color

FILMS	SOURCE/ADDRESS	LENGTH
10. National Parks: Our American Heritage	Peoria Public Library, Peoria, Ill	17 min., color
11. Welcome to Texas, Six Flags Country	Modern Talking Picture Service, 9 Garfield Pl., Cincinnati, Oh 45202	20 min., color
12. Your Passport to Safe Winter Fun	Modern Talking Picture Service, 9 Garfield Pl., Cincinnati, Oh 45202	27 min., color

FILMSTRIPS	SOURCE/ADDRESS
1. Ambassador (Bellman)	Admaster, Inc., Section H, 425 Park Ave., South, New York, NY 10016
2. Careers in Aerospace Series Aerospace Sales Representative Air Frieght Agent Aircraft Maintenance and Food Service Airline Maintenance Mechanic Airline Ticket Agent Control Tower Operator Flight Engineer Jet Captain Jet Engine Mechanics Passenger Service Representative Skycap and Baggage Handler Stewardess	Eye Gate, 416-01 Archer Ave., Jamaica, NY 11435
3. Careers in the Food Service Industry	Pathescope Educational Film, Inc., 71 Weyman Ave., New Rochelle, NY 10802
4. Careers in Leisure Occupations	Pathescope Educational Films, Inc., 71 Weyman Ave., New Rochelle, NY 10802
5. Hospitality and Recreation	Westinghouse Learning Press, 100 Park Ave., New York, NY 10017
6. I Like the People (Room Clerk, Parts I and II)	Admaster, Inc., Section H, 425 Park Ave., South, New York, NY 10016
7. Is a Career in Fishing or Forestry for You?	Counselor Films, Inc., 1728 Cherry St., Philadelphia, Pa 19103

FILMSTRIPS	SOURCE/ADDRESS
8. Is a Career in the Performing Arts for You?	Counselor Films, Inc., 1728 Cherry St., Philadelphia, Pa 19103
9. The Magic Touch (Maids, Parts I and II)	Admaster Inc., Section H, 425 Park Ave., South, New York, NY 10016
10. Television Workers	Singer Educational Division, 1345 Diversey Parkway, Chicago, Ill 60614
11. The Wonder of the Motion Picture	Eye Gate, 146-01 Archer Ave., Jamaica, NY 11435
12. Working in Food Services	Eye Gate, 146-01 Archer Ave., Jamaica, NY 11435
13. You, The Waitress	Vocational Education Productions, CA. Polytechnic State University, San Luis, Obispo, Ca 93401

MULTI-MEDIA KITS	PUBLISHER/ADDRESS
1. Job Experience Kits Motel Manager	SRA, 259 East Erie St., Chicago, Ill 60611
2. Living in Your Community Unit 9 Recreation and Leisure Time	Mafex Associates, Inc., 111 Barron Ave., Johnstown, Pa 15907
3. Math Application Kit Section 1 Appeteasers Section 3 Sports and Games	SRA, 259 East Erie St., Chicago, Ill 60611

GAMES	SOURCE/ADDRESS
1. Career Insights and Self-Awareness Games	Houghton Mifflin Company, 2 Park Street, Boston, Ma 02107
2. Careers	Latta, Inc., 1502 Fourth Avenue, Huntington, WV 25715
3. Community Helpers Bulletin Board Aid - Crossword Puzzle Occupations	Model Publishing & School Supply Company, 1604 Hodiamont Ave., St. Louis, Mo 63112
4. Community Helpers--Puppet Playmates	Beckley Cardy Company, 1900 North Narragansett Ave., Chicago, Ill 60639
5. Desk-Top Activity Kit - Community Helpers at Work	Beckley Cardy Company, 1900 North Narragansett Ave., Chicago, Ill 60639
6. Five Community Hand Puppets	Childcraft Equipment Company, Inc., 20 Kilmer Rd., Edison, NJ 08817
7. Judy Deluxe Puzzle Inlays--Community Helpers	Constructive Playthings, 1040 East 85th Street, Kansas City, Mo 64131
8. Life Careers	Western Publishing Company, Inc., 850 Third Ave., New York, NY 10022
9. Money Bingo	Mafex Associates, Inc., 111 Baron Ave., Box 519, Johnstown, Pa 15907
10. Pay the Cashier	Garrad Publishing Co., Champaign, Ill 61620

GAMES	SOURCE/ADDRESS
11. Playskool Community Workers Puzzles	Beckley Cardy Company, 1900 North Narragansett Ave., Chicago, Ill 60639
12. Popeye Career Awareness Bingo Game	King Features, 235 East 45th Street, New York, NY 10010
13. Six Bendable Male Figures	Creative Playthings, Newton School Equipment, 2221 Pearl Street, Jacksonville, Fl 32206
14. Steady Job	Mafex Associates, Inc., 111 Baron Ave., Box 519, Johnstown, Pa 15907
15. Values	Social Studies School Service, 4455 Lennox Blvd., Inglewood, Ca 90304

TAPES	SOURCE/ADDRESS
1. "American Occupations Series" Local Bus Driver/Taxi Drivers	Mafex Associates, Inc., 111 Barron Ave., Box 519, Johnstown, Pa 15907
2. "Interview Tapes" Pilot, Copilot Stewardess, Airline	Audio-Visual Equipment Company, 4511 Dixie Highway, Louisville, Ky
3. "Office and Sales Job Group"	International Teaching Tapes, Educational Development Corporation, P. O. Drawer 865, Lakeland, Fl 33803

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Annis, W.H. and R.G. Floyd. An Interstate Investigation of Employment Opportunities and Educational Requirements for Jobs in Outdoor, Recreation, and Conservation. Washington, D.C.: U.S. Office of Education, Bureau for Research, 1969.

Ashely, I.E., Jr. "Employment Opportunities in Agricultural Occupations for the Phsyically Handicapped," Agricultural Education, 42(1):91, 93, July, 1967.

Career Opportunities, Ecology, Conservation, and Environmental Control. Illinois: J.G. Ferguson Publishing Company, 1970.

Compton, D. Materials developed in conjunction with the Career Education Curriculum Development Project conducted by the National Recreation and Park Association through a grant from the Bureau of Education for the Handicapped, U.S. Office of Education, 1976.

Compton, D.M., P.J. Verhoven, and D.E. Hawkins. Career Education in Leisure Occupations, Vol. I, Planning and Implementation Guide. Experimental Test ed. Career Education Curriculum Development Project for Educable Mentally Retarded Children and Youth. Arlington, Virginia: NRPA, 1976.

Compton, D.M. "Survey of Employment for the Handicapped," President's Committee on Employment for the Handicapped, (in progress).

Developing a Hospitality Program in High School. Washington, D.C.: Council on Hotel, Restaurant, and Institutional Education, 1970.

"Employment Outlook Hotels," Bulletin 1650-126. Occupational Outlook Handbook. Washington, D.C.: U.S. Department of Labor, 1970-71 edition.

Evans, D. "New State and Local Job Outlook Information," Occupational Outlook Quarterly, 19(2):14-22, Summer, 1975.

Fraenkel, W.A. Preparing for Work. Washington, D.C.: President's Committee on the Employment of the Handicapped, 1975.

Hawkins, D.E. and P.J. Verhoven. "Recreation and Park Manpower Needs: A Quantitative Analysis" in Educating Tomorrow's Leaders in Parks, Recreation, and Conservation. Washington, D.C.: National Recreation and Park Association, 1967.

Hawkins, D.E. and P.J. Verhoven. The Utilization of Disadvantaged Workers in Public Park and Recreation Services. Washington, D.C.: Manpower Administration of the U.S. Department of Labor, 1974.

Kiser, E.J. "The Employment Status of Disabled Persons Employed in Hotels, Motels, and Resorts throughout Kentucky." Unpublished Master's Thesis, University of Kentucky, (in progress).

Munger, S.J., E.L. Seiler, and J.W. Altman. Handbook for the Use of

Basic Job Skills. Washington, D.C.: Manpower Administration of the U.S. Department of Labor, 1975.

New Career Program Handbook. Washington, D.C.: Manpower Administration of the U.S. Department of Labor, 1973.

Occupational Employment Statistics 1960-1970. Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, 1972.

Occupational Outlook Handbook. Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, 1974-75 edition.

Recreation and Handicapped People: A National Forum on Meeting the Recreation and Park Needs of Handicapped People. Washington, D.C.: President's Committee on Employment of the Handicapped and the National Recreation and Park Association, 1974.

Sheppard, H.L. The Nature of the Job Problem and the Role of New Public Service Employment. Staff paper, Washington, D.C.: The W.E. Upjohn Institute, 1969.

Small Business Opportunities in Outdoor Recreation and Tourism, A Report. House Report 93-1588, Washington, D.C.: U.S. Government Printing Office, 1974.

The U.S. Fact Book. New York: Grosset and Dunlap, 1976.

Verhoven, P.J. and D.A. Vinton. Career Education: The Leisure Occupations Cluster. ERIC Clearinghouse on Vocational and Technical Education, 1973.

Verhoven, P.J. and D.A. Vinton. Career Education for Leisure Occupations Curriculum Guidelines for Recreation, Hospitality, and Tourism Washington, D.C.: U.S. Government Printing Office, 1972.

CHAPTER 8
A Recommended In-Service Training Program for Teachers

The success or failure of the career education curriculum is dependent upon the staff's ability to utilize, implement, and carry out the program. To be successful, it is necessary to have a well-trained staff that is thoroughly familiar with the principles of career education for the handicapped. One of the most important staff members is the teacher, whose primary responsibility is to communicate the career education curriculum to the student. Therefore, the teacher must have a clear understanding of the theory and purpose of career education for the handicapped and demonstrate the ability to translate that understanding into a working curriculum.

The following in-service training program is presented to provide the teacher with a basic knowledge of career education for the handicapped, to demonstrate the skills necessary to effectively teach the career education curriculum focusing on the leisure service cluster, and to develop the teacher's understanding of the function of the career education curriculum within his particular school system.

DIRECTIONS

Five self-contained modules have been developed to train teachers to use the career education model:

I. Career Education for the Handicapped

II. Administration and Evaluation

III. The Leisure Occupations

IV. Educational Objectives

V. Developing Learning Experiences

It is important that the in-service training program begin with Module 1, proceed to Module 2, and so forth until all five modules have been completed. Two flow charts have been included to depict the steps to follow for completing the entire in-service training program and for completing the individual, self-contained modules (see Figures 8-1 and 8-2).

One module must be successfully completed before beginning the next. However, it is not necessary to complete a module if you attain a score of 90% or higher on the module pre-test.

Be sure to read each module through carefully before beginning the learning activities. Some modules provide the trainee with a wide variety of instructional alternatives to choose from; others require that the trainee participate in certain learning experiences. The modules are designed to give the trainee as much flexibility as possible in developing a training program that will suit his particular needs. Successful completion of a module is attained when the learning activities have been completed and when 90% accuracy is scored on the post-test.

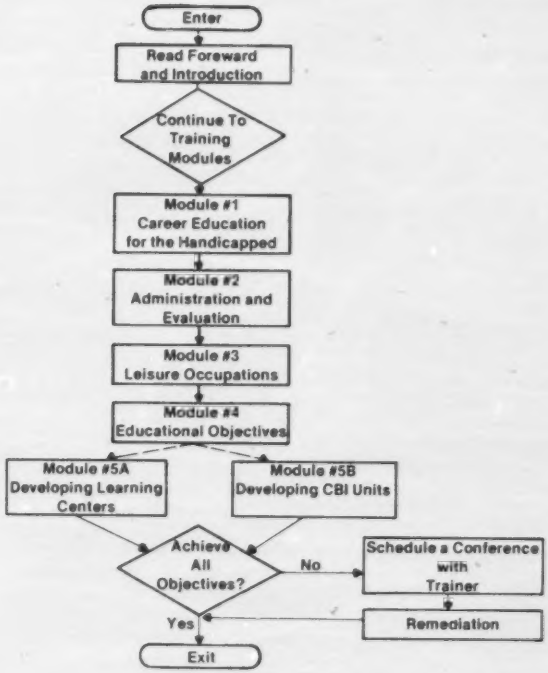

Figure 8-1

TRAINING COURSE FLOW CHART

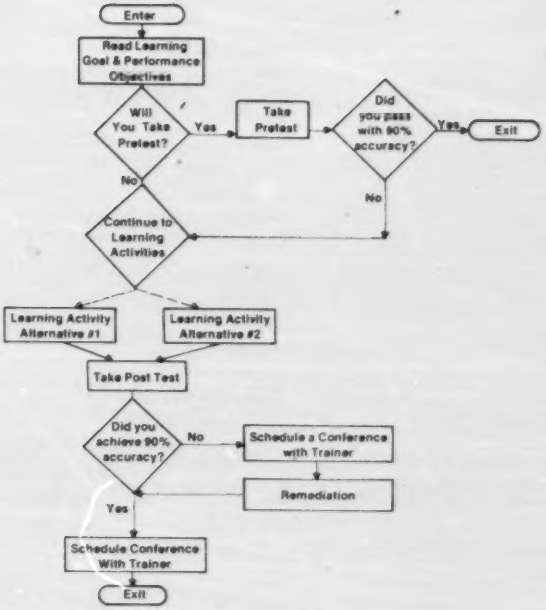

Figure 8-2

FLOW CHART FOR EACH MODULE

MODULE 1 - CAREER EDUCATION FOR THE HANDICAPPED

I. Estimated Completion Time: Minimum of 3-1/2 hours

II. Learning Goal: To have a basic understanding of career education for handicapped children and youth so that program implementation can be possible.

III. Performance Objectives:

1. To explain the six major characteristics of career education as described in Chapter 1 of this guide.
2. To identify three benefits derived by students participating in career education.
3. To differentiate between career education and vocational education in terms of the grade levels covered, occupations studied, and career goals of the students who participate in the programs.
4. To define the target population for which the career education program model is intended.
5. To list and explain the five major characteristics of career education for the handicapped as described in Chapter 1 of this guide.
6. To list the four phases of the program model.
7. To identify the two distinctive design features of the career education model.
8. To explain the concept of a helical curriculum.
9. To list the four concept areas into which the educational objectives are divided for the career education model.
10. To be familiar with the purpose, rationale, and approach for the four phases of the model.
11. To explain and demonstrate an understanding of the purpose, rationale, and approach of the phase in which the teacher will be involved.

IV. Prerequisites: None

V. Pre-Assessment: After reading the performance objectives, you may elect to complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, proceed directly to Module 2.

VI. Learning Activities: Two alternative instructional activities are listed as possible methods for completing this unit of instruction. Supplementary activities are also listed if you feel additional resources are needed to help you successfully achieve the performance objectives.

Alternative 1
1. Read Chapter 1 in Planning and Implementing a Career Education Program for the Special Student.
2. Attend general training sessions conducted by central office staff. If you attend the training sessions, it will not be necessary to schedule a conference with the trainer before proceeding to Module 2 unless remedial activities are required.

Alternative 2
1. Read Chapter 1 in Planning and Implementing a Career Education Program for the Special Student.
2. Read Hoyt, An Introduction to Career Education: A U.S.O.E. Policy Paper.

Supplementary Activities
1. View filmstrip Career Education distributed by Link Enterprises.
2. Read Bailey and Stadt, Career Education: New Approaches to Human Development, Chapters 3, 4, and 5.

VII. Post-Assessment: Upon completion of one of the alternative learning activities, complete the paper-and-pencil test contained in this module. If you choose alternative 2 and you answer 90% of the test questions correctly, schedule a conference with the trainer and then continue to Module 2.

VIII. Remediation: If 90% accuracy on the post-test is not achieved, schedule a conference with trainer to select remedial activities which will help correct the specific deficiencies.

IX. Resources:

Bailey, Larry J. and Ronald Stadt. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight Publishing Company, 1973.

Career Education, a filmstrip and cassette, distributed by Link Enterprises.

Hoyt, Kenneth. An Introduction to Career Education: A U.S.O.E. Policy Paper. Washington, D.C.: U.S. Government Publications, 1974.

Wigglesworth, David C. Career Education, a Reader. San Francisco: Canfield Press, 1975.

X. Module 1 - Pretest/Post-test

1. In your own words, write an operational definition of career education which includes the six major characteristics of career education which were described in Chapter 1 of Planning and Implementing a Career Education Program for the Special Student.

_____

_____

_____

2. Three benefits which can be derived by students from a career education program are:

1. _____

2. _____

3. _____

3. Using brief statements, complete the following chart to show the principal differences between career education and vocational education.

	Career Ed.	Voc. Ed.
Grades Covered		
Occupations Studied		
Students' Goals		

4. List the five major characteristics of career education for the handicapped.

1. _____

2. _____

3. _____

4. _____

5. _____

Multiple Choice - Circle one letter for each item which you feel is the best response.

5. The career education model program was designed for use with:

a. disabled high school students only

b. only those disabled students who have the potential to function as independent workers

c. students with all types and degrees of disabling conditions

d. only those disabled students who have the potential to work and live independently

e. sheltered workshop participants

6. With which disability group can the career education model program not be used?

a. educable mentally handicapped students

b. students with visual impairments

c. students who are emotionally disturbed

d. learning disabled students

e. none of the above

7. Which of the following statements do NOT describe the helical curriculum used in the career education model?

a. The helical curriculum provides a fluid sequencing of experience from kindergarten through the twelfth grade.

b. The helical curriculum causes the phases to have distinct beginnings and endings.

c. The helical curriculum allows the student to determine his final level of achievement.

d. The helical curriculum progressively expands the students' area of knowledge and skills.

8. Give a brief explanation of any two of the five major characteristics of career education for the handicapped.

a. _____

_____

b. _____

_____

9. Below draw a figure depicting the four phases of the career education model. Label each phase appropriately.

10. The two most distinctive design features of the career education model are the use of a helical curriculum and the use of _____.

11. Name the four concept areas for the educational objectives used in the career education model.

1. _____

2. _____

3. _____

4. _____

12. True/False - Circle T if you feel the statement is true, and F if you think it is false.

T F The career awareness phase is designed to help children answer the question, "What do you want to be when you grow up?"

T F All 15 occupational clusters are studied in the career orientation phase.

T F The purpose of the mini-course in the career exploration phase is to assist students in selecting a specific career to pursue.

T F Students who plan to pursue careers which require post-high school education or training do not receive any career education in the eleventh and twelfth grade.

T F After a student graduates, the school's responsibility to him ceases.

13. Answer the following questions about the career education phase with which you will be involved.

    a. What is the purpose of this phase?

    b. Why does this phase take the direction that it does?

    c. Describe the approach to instruction used in this phase.

(Note to Trainer: Question number 13 is a key question in this assessment of the teacher's comprehension of the career education program. Small group discussions pertaining to the purpose, rationale, and approach of the phase, in which each teacher will be involved, should prove to be beneficial in training teachers.)

MODULE 2 - ADMINISTRATION AND EVALUATION

(Note to Trainer: Module 2 was developed to familiarize the teacher with the administrative and evaluative portions of the career education program. The information contained in this module will vary with each school system. Because the information is generic to each particular school system, all teachers must complete this module. No pre-assessment is given.)

I. Estimated Completion Time: Approximately 3 hours

II. Learning Goals:

1. To understand the organization, staffing, and administrative procedures which will be used in the career education program.
2. To define and identify the teacher's role in the career education program.

III. Performance Objectives:

1. To identify the three phases of implementation and explain three major tasks in each phase.
2. To explain the staffing pattern of the career education program and describe two major tasks for which each individual is responsible.
3. To identify the supportive services in the career education program and explain the services that they provide for both the student and teacher.
4. To identify and complete all evaluation forms used in the career education program.
5. To explain the purposes of all required reports and describe what each report contains.
6. To explain to others how to complete all necessary classroom forms.

IV. Prerequisites: Module 1

V. Pre-Assessment: There is no pre-assessment instrument for this module. It is essential that the trainees attend the group meeting for this module.

VI. Learning Activities:

The learning activities which have been designed to help the teacher successfully achieve the learning objectives are a training session and small group discussions. During the training session, information generic to the career education program needs of the school system will be presented. The organizational structure and staffing patterns of the program will be explained utilizing various visual media such as organizational charts. In addition, the forms that must be completed throughout the project (e.g., progress evaluation form) will be explained and presented during this session. Part of the session should be devoted to allowing the teachers time to actually complete sample forms. Following the training session, small group meetings should be conducted to discuss the administrative and evaluative functions of the program. Each group, led by a trained leader, should be comprised of from four (4) to eight (8) members. The discussion should be informal and should cover all important administrative and evaluative aspects of the program. It is necessary to utilize a well-trained group leader who can skillfully direct the discussion.

VII. Post-Assessment: The post-assessment method (procedure) for this module will be completed in the small group discussions. Each teacher must appropriately respond to two questions during the group discussion to successfully complete the module. It is mandatory that each teacher attend the training session; therefore, there is no pre-assessment test. The group leader will assess the teacher's response to determine whether adequate knowledge regarding the module has been gained. After completing this module, the trainee will proceed to Module III.

Listed below are sample questions for small group discussion.

Identify five needs for career education in our school system.

Describe the roles of the teacher, superintendent, and principal in the career education curriculum.

If you should encounter difficulty in obtaining materials for the development of the curriculum, list three alternative solutions you could use to remedy the situation.

Identify all the supportive services that are available to aid the development of the career education curriculum and the role that each plays in the overall program.

Explain the evaluation procedures for which you will be responsible and describe

the forms that must be completed.

Explain how, when, and by whom you (the teacher) will be evaluated.

Demonstrate how you will go about keeping daily records regarding individual student achievement.

List the reports that are necessary to complete during the operation of the program and describe when and to whom they will be submitted.

If you report a problem to your supervisor and no action is taken, what recourse do you have? To whom can you communicate your problem?

VIII. Remediation: Anyone not meeting the requirements will meet individually with the group leader to determine appropriate remedial action. After completing this module, you will proceed to Module 3: Leisure Occupations.

MODULE 3 - LEISURE OCCUPATIONS

(Note to Trainer: Similar modules for each of the 14 other clusters should be developed. During initial training, teachers should be allowed to select 3 or 4 clusters to complete. Basis for selection can be unfamiliarity with the cluster or clusters which will be covered in the first part of the program. The learning activities for this module include one option which teachers can complete on their own. Therefore, teachers can use the training modules in the different occupational areas as they need them throughout the year.)

I. Estimated Completion Time: Minimum of 3-1/2 hours

II. Learning Goal: To be knowledgeable of the leisure careers and the resources pertaining to these careers for the purpose of designing instructional programs.

III. Performance Objectives:

1. To identify two benefits which students can derive from studying the leisure occupations.
2. To define "leisure occupations".
3. To identify the leisure industries and services within the four subclusters of the leisure cluster.
4. To be aware of the diversity of the leisure occupations in terms of their settings, job demands, and training requirements.
5. To list three socio-economic reasons why leisure is a quickly expanding career area.
6. To explain the advantages and disadvantages of the leisure occupations as an employment possibility for the handicapped.
7. To have an awareness of the use of leisure occupations in the career education program.
8. To list at least six sources of information (agencies, books, films) about the leisure occupations.

IV. Prerequisites: Modules 1 and 2

V. Pre-Assessment: After reading the performance objectives, you may elect to complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, proceed to Module 4.

VI. Learning Activities: Two alternative instructional activities are listed as possible methods for completing this unit of instruction. Supplementary activities are also listed if you feel additional resources are needed to help you successfully achieve the performance objectives.

Alternative 1
1. Read Chapter 7 in Planning and Implementing a Career Education Program for the Special Student.
2. Attend a training session conducted by the school system. If you attend the training session, it will not be necessary to schedule a conference with the trainer before proceeding to Module 4 unless remedial activities are required.

Alternative 2
1. Read Chapter 7 in Planning and Implementing a Career Education Program for the Special Student.
2. View films or filmstrips pertaining to leisure occupations. Possible films are listed under "Resources."

Supplementary Activities
1. Read Career Opportunities, Ecology, Conservation, and Environmental Control.
2. Read Your Career in the World of Travel.
3. Read Your Career in Parks and Recreation.
4. Read Career Education: The Leisure Occupations.

VII. Post-Assessment: Upon completion of one of the alternative learning activities, complete the paper-and-pencil test contained in this module. If you chose alternative 2 and you answer 90% of the test questions correctly, schedule a conference with the trainer and then continue to Module 4.

VIII. Remediation: If 90% accuracy on the post-test is not achieved, schedule a conference with the trainer to select remedial activities which will help correct the specific performance objective(s) where achievement was not attained.

IX. Resources:

1. Books

Career Opportunities, Ecology, Conservation, and Environmental Control. Illinois: J.G. Ferguson Publishing Company, 1970.

Dowdell, Dorothy and Joseph Dowdell. Your Career in the World of Travel. New York: Julian Messner Inc., 1971.

McCall, Virginia and Joseph McCall. Your Career in Parks and Recreation. New York: Julian Messner Inc., 1970.

Verhoven, Peter J. and Dennis A. Vinton. Career Education: The Leisure Occupations Cluster. ERIC Clearinghouse on Vocational and Technical Education, 1973.

2. Films and Filmstrips

Careers in Conservation (filmstrip), Pathescope Educational Films and Associated Press

Careers: Leisure Industries, Doubleday Media

Careers in the Leisure Time Industries (filmstrip), Pathescope Educational Films and Associated Press

Cooks, Chefs, and Related Occupations, Sterling

Job Opportunities in Hotels and Motels, Sterling

To Serve a Purpose, University of Illinois, BEH Community College Project

Trees for 2001 (filmstrip), Guidance Associates

X. Module 3 - Pretest/Post-test

1. The obvious benefit of studying the leisure occupations is to broaden one's career horizons. What is another benefit?

_____

_____

2. In your own words, define the occupations which the leisure cluster encompasses.

_____

_____

_____

3. Identify the subcluster to which the following industries and services belong by placing a

T before those which belong in the Tourism and Hospitality subcluster

L before those which belong in the Leisure Entertainment Products and Enterprises subcluster

E before those which belong in the Environmental-Based Service subcluster

C before those which belong in the Community-Based Recreation Services subcluster

___A Municipal Recreation Department

___AMF (manufacturer of sports equipment)

___Holiday Inns

___McDonalds Restaurants

___U.S. Forest Service

___American Airlines

___Astrodome

___Disneyland

___Boy Scouts of America

___Soil Conservation Service

___A Summer Day Camp

___Kampgrounds of America (KOA)

4. True/False - Circle T if you feel the statement is true, and F if you think it is false.

T F All of the jobs in the leisure cluster require regular contact with customers or clients.

T F The students with interest and abilities in the hard sciences (physics, chemistry, mathematics) should be discouraged from exploring the leisure occupations.

T F There are a wide variety of jobs available in the leisure cluster which have moderate cognitive demands.

T F The vast majority of jobs in the leisure cluster take place in an outdoor setting.

T F Advancement in the environmental-based services usually requires additional training or education.

T F The leisure occupations should not be emphasized in the awareness phase because they are not familiar to most handicapped children.

T F About 65 percent of the entry-level jobs in the leisure occupations are suitable for handicapped students.

T F Mentally retarded students in the seventh grade should confine their study of leisure occupations to jobs which do not require a college education.

T F In determining which leisure career areas should be included in the work training program, consideration should be given to the local availability of employment in that career area.

T F One of the best sources of information about the leisure occupations is people who are involved in the field.

T F The National Industrial Recreation Association, the International Association of Amusement Parks, and the Bureau of Education for the Handicapped are all possible sources of information which can be used in designing a career education program for the leisure occupations.

5. List three socio-economic changes in the United States in recent years which have contributed to the growth of leisure industries and services.

1. _____

2. _____

3. _____

6. Using notes and reference materials, write a short essay on the career potential of the leisure occupations for the students you teach. Include both positive and negative points.

MODULE 4 - EDUCATIONAL OBJECTIVES

I. Estimated Completion Time: Minimum of 1-1/2 hours

II. Learning Goals: To appropriately specify the career education model educational objectives in behavioral terms for a selected grade level, and to determine if the objectives should be integrated into the existing curriculum or into separate units of instruction.

III. Performance Objectives:

1. To correctly identify four advantages of stating educational goals and objectives in behavioral terms.

2. a. To define educational objectives and behavioral objectives in one's own words without the assistance of notes, and
   b. To identify the difference between the two types of statements.

3. a. To list the three major components of a behavioral objective, and
   b. To correctly identify the three major components in statements using a behavioral objective approach.

4. To correctly write three behavioral objectives based on the career education model's educational objectives.

5. To select from the career education model's educational objectives for a specific grade level those objectives which would best be integrated into the existing curriculum and those which would best be developed into separate units of instruction.

IV. Prerequisites: Modules 1, 2, and 3

V. Pre-Assessment: After reading the performance objectives, you may elect to complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, proceed to Module 5.

VI. Learning Activities: Two alternative instructional activities are listed as possible methods for completing this unit of instruction. Supplementary activities are also listed if you feel additional resources are needed to help you successfully achieve the performance objectives.

Alternative 1

1. Read Chapter 3 in Planning and Implementing a Career Education Program for the Special Student.

and

2. Schedule a conference with the trainer.

Alternative 2

1. Read Chapter 3 in Planning and Implementing a Career Education Program for the Special Student.

and

2. Read Robert F. Mager's book, Preparing Instructional Objectives, published by Fearon Publishers, Belmont, California in 1962.

and also read

3. Chapter 6, "Specifying Instructional Objectives," Instructional Development for Training Teachers of Exceptional Children, printed in 1974 and available from the Council on Exceptional Children.

Additional Sources

1. Davis, R.H., L.T. Alexander, and S.L. Yelon. "Recognizing Well-Formulated Objectives," and "Deriving and Writing Learning Objectives," Learning System Design: An Approach to the Improvement of Instruction. St. Louis: McGraw-Hill Book Company, 1974, pp. 27-48, 51-76.

2. Kibler, R.J., L.L. Barker, and D.T. Miles. Behavioral Objectives and Instruction. Boston: Allyn and Bacon.

VII. Post-Assessment: Upon completion of one of the alternative learning activities, complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, schedule a conference with the trainer and then continue to Module 5.

VIII. Remediation: If 90% accuracy of the post-test is not achieved, schedule a conference with the trainer to select remedial activities which will help correct the specific performance objective(s) where achievement was not attained.

IX. Module 4 - Pretest

1. True/False - Circle T if you feel the statement is true, and F if you think it is false.

T F When using a behavioral objective approach, the objective is communicated to the student in advance of instruction.

T F Educational objectives state precisely what is expected of the student.

T F Behavioral objectives state an observable student performance so that achievement can easily be determined.

T F Behavioral objectives make it difficult for the teacher to evaluate if the instructional activities were effective.

T F The teacher and other observers can determine the adequacy of the instructional objectives because of specificity of the behavioral objectives.

2. In your own words, define:
Educational Objectives_____

_____

_____

Behavioral Objectives_____

_____

_____

3. List the three (3) major components of a behavioral objective.

1._____

2._____

3._____

4. In the space provided, please mark the following statement with a B if you decide the objective is written in behavioral terms and with an E if you decide it is written as an educational objective.

___After talking with a family member about his/her job, the student will paint a picture of that person in the proper location performing a duty associated with that job.

___The student will(correctly) match pictorial clues of various jobs with pictures representing the appropriate workers.

___To help each student develop a sense of the importance of maintaining a proper balance of work and leisure in his life.

___To help each student understand that special skills and competencies are needed for different careers.

___The student will make a one to two minute tape recording describing his jobs at home.

___The student is to identify general characteristics of careers from selected career clusters.

___After listening to the speakers, the student will be able to correctly answer three of five questions regarding the skills and competencies needed to become a recreation leader.

___The student is to test his interests against a career choice.

5. Underline the terminal behavior in the following behavioral objectives.

   1. When asked, the student can name three jobs from memory that are classified in the leisure occupations cluster.

   2. The learner uses the learning center once a day without assistance for one week.

6. Underline the test conditions in the following objectives.

   1. In six out of eight trials, the student can look up an employer's telephone number and dial it correctly.

   2. The student can correctly fill out a job application in half an hour without the assistance of the instructor.

7. Underline the performance standards in the following behavioral objectives.

   1. By the end of the Career Exploration Phase, the student will develop a career plan.

   2. When asked, the student can list five duties for his selected career.

8. Write three behavioral objectives based on the career education model's educational objectives. Underline the terminal behaviors, place parentheses around the (test conditions), and circle the performance standards.

X. Module 4 - Post-Test

1. In your own words, define:
   Educational Objectives_____

   _____

   Behavioral Objectives_____

   _____

2. List the three (3) major components of a behavioral objective.

   1._____

   2._____

   3._____

3. In the space provided, please mark the following statements with a B if you decide the objective is written in behavioral terms and with an E if you decide it is written as an educational objective.

   ___After talking with a family member about his job, the student will paint a picture of that person in the proper location performing a duty associated with that job.

   ___The student will (correctly) match pictorial clues of various jobs with pictures representing the appropriate workers.

   ___To help each student develop a sense of the importance of maintaining a proper balance of work and leisure in his life.

   ___To help each student understand that special skills and competencies are needed for different careers.

   ___The student will make a one to two minute tape recording describing his jobs at home.

   ___The student is to identify general characteristics of careers from selected career clusters.

   ___After listening to the speakers, the student will be able to correctly answer three of five questions regarding the skills and competencies needed to become a recreation leader.

   ___The student is to test his interests against a career choice.

4. True/False - Circle T if you feel the statement is true and F if you think it is false.

   T F When using a behavioral objective approach, the objective is communicated to the student in advance of instruction.

   T F Educational objectives state precisely what is expected of the student.

   T F Behavioral objectives state an observable student performance so that achievement can easily be determined.

   T F Behavioral objectives make it difficult for the teacher to evaluate if the instructional activities were effective.

T F The teacher and other observers can determine the adequacy of the instructional objectives because of the specificity of the behavioral objectives.

5. Choose an educational objective listed in Chapter 3 of the guide and develop it into a behavioral objective following the steps outlined below. Remember, behavioral objectives are defined as precise and accurate statements describing the behavior expected of the student as a result of instruction.

   a. You should now write the educational objective which you selected to work through in the space below.

   _____

   _____

   b. Using the educational objective you have selected, change the ambiguous terms to action verbs to specify the terminal behavior and underline the action verbs.

   _____

   _____

   c. Using the objective you have chosen, specify the test conditions.

   _____

   _____

   d. Now write the performance standards (the minimal level of performance which will be accepted as evidence of achievement of the objective).

   _____

   _____

   e. You should now be ready to write your objective in behavioral terms. Check to make sure you have stated a terminal behavior, test conditions, and performance standard.

   _____

   _____

   _____

   f. Write two more behavioral objectives based on the career education model's educational objectives. Underline the terminal behaviors, place parentheses around the (test condition and circle the performance standard.

   _____

   _____

   _____

   _____

   _____

   _____

MODULE 5 - DEVELOPING LEARNING EXPERIENCES

You are to select either the learning objectives for A, which are concerned with Learning Centers, or the learning objectives for section B, which are concerned with Competency-Based Instruction.

MODULE 5A - LEARNING CENTERS

I. Estimated Completion Time: Minimum of 4 hours

II. Learning Goal: To demonstrate the ability to appropriately use the learning center approach.

III. Performance Objectives:

1. To correctly define the learning center concept.
2. To list ten considerations to use when developing learning centers.
3. To identify the appropriate application of different learning center approaches.
4. To list nine considerations to be used in designing and arranging a learning center.
5. To demonstrate the ability to implement the eleven step-by-step guides for developing a learning center.

IV. Prerequisites: All preceding modules

V. Pre-Assessment: After reading the performance objectives, you may elect to complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, schedule a conference with the trainer. If 90% accuracy was not achieved, proceed to the learning activities.

VI. Learning Activities: Two alternative instructional activities are listed as possible methods of completing this unit of instruction.

Alternative 1

1. Read Chapter 4 in Planning and Implementing a Career Education Program for the Special Student,

and

2. Attend a training session.

Alternative 2

1. Read Chapter 4 in Planning and Implementing a Career Education Program for the Special Student,

and

2. Read Kaplan, Sandra N. and others. Change for Children. Pacific Palisades, California: Goodyear Publishing Co., Inc., 1975,

and

3. Read Voight, Ralph C. Invitation to Learning: Volume 1, The Learning Center Handbook. Washington, D.C.: Acropolis Books Ltd., 1974.

VII. Post-Assessment: Upon completion of one of the alternative learning activities, complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, schedule a conference with the trainer.

VIII. Remediation: If 90% accuracy of the post-test is not achieved, schedule a conference with the trainer to select remedial activities which will help correct the specific performance objectives where achievement was not attained.

MODULE 5B - COMPETENCY-BASED INSTRUCTION

I. Estimated Completion Time: Minimum of 4 hours

II. Learning Goal: To demonstrate the ability to appropriately use the competency-based instructional approach.

III. Performance Objectives:

1. To define and describe the five general characteristics of a competency-based unit of instruction.

2. To identify three differences between CBI and traditional instruction.

3. To define and arrange in order the six basic elements of an instructional unit.

4. To demonstrate the ability to implement the six elements of competency-based units of instruction.

IV. Prerequisities: All preceding modules

V. Pre-Assessment: After reading the performance objectives, you may elect to complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, schedule a conference with the trainer. If 90% accuracy is not achieved, proceed to the learning activities.

VI. Learning Activities: Two alternative instructional activities are listed as possible methods of completing this unit of instruction. Supplementary activities are also listed if you feel additional resources are needed to help you successfully achieve the performance objectives.

Alternative 1
1. Read Chapter 4 in Planning and Implementing a Career Education Program for the Special Student,

and

2. Attend a training session.

Alternative 2

1. Read Chapter 4 in Planning and Implementing a Career Education Program for the Special Student,

and

2. Read Nagel, T.S. and P.T. Richman. Competency-Based Instruction: A Strategy to Eliminate Failure. Columbus, Ohio: Charles E. Merrill Publisher, 1972,

and

3. Complete the accompanying Pictograph Handbook and Audio Tapes by Arends and Audruezyh.

Additional Sources

1. Arends, Robert L., J.A. Masla, and W.A. Weber. Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Program. Buffalo, New York: The Center for the Study of Teaching, 1971.

2. Creamer, John J. and Joseph T. Gilmore. Design for Competency-Based Education in Special Education. Division of Special Education and Rehabilitation, School of Education, Syracuse University, Syracuse, New York, 1974.

VII. Post-Assessment: Upon completion of one of the alternative learning activities, complete the paper-and-pencil test contained in this module. If you answer 90% of the test questions correctly, schedule a conference with the trainer.

VIII. Remediation: If 90% accuracy of the post-test is not achieved, schedule a conference with the trainer to select remedial activities which will help correct the specific performance objectives where achievement was not attained.

IX. Module 5A - Pretest and Post-test

1. Define the learning center concept.

2. List ten considerations to use when developing learning centers.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3. Match the learning center approach to the appropriate application.

Approach

1. Enrichment Activity Center
2. Total Learning Center Environment
3. Learning Center Unit
4. Drill Work Learning Center
5. Inventory Learning Center
6. Remedial Learning Center
7. Project Learning Center
8. Interest Activity Learning Center

Application

___Reinforce regular classroom instruction
___Assess student development in subject matter areas
___Teach entire curriculum by using learning areas
___Designed to supplement instruction
___Used as change of pace activities
___Develop essential skills of a particular student
___Developed around a central theme or goal
___Features one major problem that can be divided into many sub-problems

4. List nine considerations to be used in designing and arranging a learning center.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

5. Develop a learning center using the eleven step-by-step guides in Chapter 4 of Planning and Implementing a Career Education Program for the Special Student and any notes and resources you wish.

X. Module 5B - Pretest and Post-test

1. Five general characteristics of a CBI Unit are:

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

2. Identify three differences between CBI Instruction and traditional instruction.

   1.
   2.
   3.

3. List, in order, the six basic elements of a CBI Unit as presented in Chapter 4 of this guide.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

4. Define each of the six basic elements of an instructional unit (module).

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

5. Develop a competency-based unit of instruction using the six basic elements of a module.

Module 1 - Pretest/Post-test Answers

1. Career education is a means of preparing children and youth to take their place in the occupational society. The six major operational characteristics of career education are:

   a. Career education is designed to facilitate the process of career development.

   b. Career education begins in kindergarten and extends through one's formal education.

   c. Career education is designed to meet the needs of all students, regardless of their career goal.

   d. Career education covers all occupations and all levels of responsibility.

   e. Career education operates in cooperation with the community.

   f. Career education requires refocusing and restructuring the curriculum.

2. 1. Students will have the basic life skills needed to function in the adult world.

   2. The learning experiences in the school will have greater meaning for the students.

   3. Students completing the program will have malleable job skills that will facilitate their successful entry into the job market.

   4. Students will be more likely to enter an occupational area suited to their needs, interests, and abilities.

   5. Students will have a knowledge of processes and resources which will facilitate their further career development upon leaving school.

3.

	Career Ed.	Voc. Ed.
Grades Covered	K-12	9-12
Occupations Studied	all	technical and clerical
Students' Goals	all levels of responsibility	skilled jobs

4. 1. Career Education for the handicapped includes the learning of "life" skills, as well as specific job skills.

   2. Career education for the handicapped does not stereotype people or jobs.

   3. Career education for the handicapped optimizes "hands-on" learning experiences.

   4. Career education for the handicapped works with the community to help eliminate barriers to the employment of the handicapped.

   5. Career education for the handicapped is applicable to all the different learning situations provided for the handicapped within schools.

5. B

6. E

7. B

8. See Chapter 1 of this book.

9. See Chapter 1 of this book.

10. Behavioral objectives

11. (1) Self-Awareness, (2) Work Concepts, (3) Socialization, (4) Job Knowledge and Skills

12. F, T, F, F, F

13. See Chapter 1 of this book.

Module 3 - Pretest/Post-Test Answers

1. To develop an understanding of leisure as well as to acquire skills which can be used in one's own leisure.

2. "The leisure occupations encompass those occupations pursued by persons engaged in performing the functions required to meet the need of persons engaged in leisure time pursuits."

3. C, L, T, T, E, T, L, L, C, E, C, T

4. F, F, T, F, T, F, F, F, T, T, T

5. 1. increased discretionary time

   2. increased discretionary money

   3. better educated population

   4. healthier population

   5. longer average life

   6. urbanization

   7. population growth

Module 4 - Pretest Answers

1. T, F, T, F, T

2. Educational objectives are general statements that describe what education is intended to accomplish. Behavioral objectives are precise and accurate statements describing the behavior expected of a student as a result of instruction.

3. Terminal behavior/conditions/ performance standard.

4. B, B, E, E, B, E, B, E

5. Can name three jobs/uses the learning center.

6. Correctly/without the assistance of the instructor.

7. By the end of the Career Exploration Phase/when asked.

8. See Chapter 3 of this book.

Module 4 - Post-Test Answers

1. Educational objectives are general statements that describe what education is intended to accomplish.

Behavioral objectives are precise and accurate statements describing the behavior expected of a student as a result of instruction.

2. Terminal behavior/conditions/ performance standards.

3. B, B, E, E, B, E, B, E

4. T, F, T, F, T

5. See Chapter 3 of this book.

Module 5A - Pretest/Post-Test Answers

1. A learning center is a special area in the classroom designed for individual and/or small groups which contains a compilation of learning activities and resource materials to teach, reinforce and/or enrich a skill or concept.

2. See Chapter 4 of this book.

3. 4, 5, 2, 1, 8, 6, 3, 7

4. space for quiet and active work areas
   ample space for independent and group interaction
   adequate display and storage space for students' work
   post directions and label areas and materials
   organize and store materials to be readily available to students
   allow for free-flowing movement throughout classroom
   is not disruptive to other classroom instruction
   is attractive and appealing
   it works well

5. See Chapter 4 of this book.

Module 5B - Pretest/Post-Test Answers

1. flexible and individualized/work at one's own rate/program content is dependent on competencies to be acquired/objectives are written in terms/student knows objective in advance of instruction.

2. time and achievement/purpose of instruction/entrance-exit requirements.

3. objectives/prerequisites/pre-assessment/ instructional activities/post-assessment/remediation.

4. See Chapter 4 of this book.

5. See Chapter 4 of this book.